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La Producción Literaria Española de 1947

REDACTADA nuestra noticia anterior¹ con cierto retraso, comprendimos en ella algunos libros aparecidos en el primer semestre de 1947. Damos ahora cuenta de las publicaciones importantes para la literatura española en el segundo semestre principalmente.

BIBLIOGRAFÍA Y CATÁLOGOS. Continúan publicándose las revistas bibliográficas reseñadas en nuestra noticia anterior.

Interesante contribución a la bibliografía de Nebrija es la publicada, con el estrafalario título de "La caracola del bibliófilo nebrisenso, o La casa a cuestas indispensable al amigo de Nebrija para navegar por el proceloso [mar] de sus obras," por Antonio Odrioso, en *Revista de Bibliografía Nacional*, VII, 1-4. Útil resulta para los estudiosos el "Catálogo de los libros impresos en romance hasta 1600, existentes en la Biblioteca Universitaria de la Laguna," que ha hecho el Dr. D. Francisco López Estrada en la *Revista de Historia* de aquella universidad. Y el culto bibliotecario de la Nacional, Don Antonio Sierra Corella, ha estudiado todo lo concerniente a la censura de libros en los siglos áureos en su documentado y ameno libro *La censura en España. Índices y catálogos de libros prohibidos*, editado por la Junta Técnica de Archivos.

Sobre incunables catalanes dió una conferencia Don Francisco Vindel, reproducida en *Bibliografía Hispánica*, Junio, 1947, en la que contesta las observaciones hechas por P. Bohigas a su libro anterior sobre el mismo tema.

Una "Nota documental para la biografía del impresor Pedro Malo y para la historia de la imprenta en Gerona" por Luis Batlle se halla en *Biblioteconomía*, IV, 13. La actuación de "La hermandad de los impresores, libreros y fundidores de Sevilla" ha sido dada a conocer por Santiago Montoto en *Bibliografía Hispánica*, número de Agosto. Las *Observaciones sobre el arte de la imprenta*, por Miguel de Burgos, regente que fué de la famosa imprenta Ibarra, de Madrid, han sido publicadas por A. R. Moñino en la colección "Gallardo" de la editorial Castalia, Valencia.

Matilde López Serrano da las "Notas características de la encuadernación moderna" en la *Revista Bibliográfica y Documental*, I, 1, que sucede a la llamada *Revista de Bibliografía Nacional*. Y el número 12 de la revista *El*

¹MLJ, XXXI, 6 (October, 1947), pp. 317-326.

Bibliófilo está dedicado a ex-libris cervantinos y otros temas bibliográficos relacionados con la obra del Príncipe de los Ingenios.

FILOLOGÍA. Sigue apasionando a los eruditos el problema de las lenguas prerromanas y el enigma de las ibéricas. En la serie de estudios de Gámez Moreno, Tovar, Casares y otros, interviene Julio Caro Baroja, que estudia "La geografía lingüística de la España antigua a la luz de la lectura de las inscripciones monetales" en el *Boletín de la Real Academia Española*, XXVI.

Sobre lingüística han aparecido varios estudios—v.gr., "Algunas consideraciones sobre el lenguaje" por L. Rosales, en *Escorial*, 55, con otros varios artículos sobre el mismo tema de Buhler, Warburg, Richards y otros. Martín Alonso estudia la *Ciencia del lenguaje y del arte del estilo*.

Entre los estudios de toponimia merecen citarse la "Toponimia de la diócesis de León" por Luis López Santos, en la revista *Archivos Leoneses*, primer número; la *Toponimia navarra en la Edad Media* (siglos XI-XIV), por Carlos E. Corona Baratech.

Antonio M^a. Badía Margarit da, como anejo de la R.F.E., un minucioso estudio acerca de "Los complementos pronominales-adverbiales derivados de *ibi* e *inde* en la Península Ibérica."

Entre los trabajos de dialectología destacan el *Estudio sobre el habla de la Ribera* por Antonio Llorente Maldonado de Guevara, publicado por el colegio trilingüe de Salamanca en su colección de tesis y estudios salmantinos, y la *Colección de voces y frases provinciales Canarias* por Don Sebastián de Lugo, cédulas que fueron de la editorial Gallardo, y que ahora reimprime Don José Pérez Vidal, anotadas y concordadas con otros vocabularios recogidos en las Islas.

Señalemos, finalmente, "El buscón de la técnica novelística" por S. Gili Gaya, en la revista *Insula*, 19 (Julio, 1947), y la *Metodología científica de las lenguas vivas* por Pablo Sicart, profesor de la Escuela Central de Idiomas, publicada por la Dirección General de Enseñanza Profesional y Técnica del Ministerio de Educación Nacional—análisis de los principales problemas de la docencia lingüística, especialmente de la fonética idiomática y de la exposición de la frase en las lenguas vivas.

Entre las instituciones docentes del pasado ha sido documentado "El estudio de gramática de Estella en la segunda mitad del siglo XVI" por José Goñi Gaztambide, en la revista *Príncipe de Viana*, XXV.

ÁRABE Y HEBREO. La actividad de las Escuelas de Estudios Árabes de Madrid y Granada continúa dando a luz estudios monográficos y documentados sobre temas de literatura arábigoespañola. En la revista *Al-Andalus* viene la última parte del estudio inacabado de Miguel Asín, "El ideario espiritual de la escuela sadilí"; y un curioso artículo de A. R. Nykl, "Algo nuevo sobre Ibn Quzmán." También hay un artículo del P. Manuel Alonso,

sobre "Traducciones del arcediano Domingo Gundisalvo," y la "Correspondencia entre Menéndez Pelayo y Asín."

Se acaba de publicar el texto árabe, descubierto por M. Asín, del famoso libro *Régimen del solitario* por Avempace (Ibn Baýýa), con la traducción española, libro del que sólo se conocían fragmentos, publicados por S. Munk, a través de versiones hebreas.

El P. Manuel Alonso, S.I., en su *Teología de Averroes*, revisa la bibliografía del tema, estudia la actitud religiosa de Averroes y traduce una extensa antología de obras del filósofo de Córdoba.

Ha editado el *Epistolario de Álvaro de Córdoba* el P. José Madoz, S.I.; son veinte epístolas, y un estudio biográfico.

Al lado de estos estudios monográficos, se han hecho también obras de divulgación de temas árabes—v.gr., *Abderrahmán III, primer califa de Occidente*, por Mariano Tomás; *Arnaldo de Vilanova, apologista antijudáico* ha sido estudiado por J. Carreras Artau, en *Sefarad*, VII, 1.

HISTORIA DE LA LITERATURA—OBRAS GENERALES. La publicación de más importancia en este género de libros es la reimpresión de la *Historia de los heterodoxos españoles*, de Menéndez Pelayo. Hasta ahora se han puesto en circulación cuatro volúmenes, que alcanzan hasta finales del siglo XVI. La novedad de esta reimpresión consiste en las abundantes adiciones que, teniendo a la vista las notas de Don Marcelino, se van poniendo en cada capítulo. Notas bibliográficas, copias de pasajes de libros y autores vistos por su egregio autor después de la primera edición completan la que ahora se hace. Los volúmenes V y VI contendrán la materia referente a los siglos XVIII y XIX; el tomo VII, los apéndices (también con adiciones a los de la primera edición); y el tomo VIII, la parte de prehistoria que Don Marcelino puso como primer volumen en la segunda edición de V. Suárez, más los índices, que avaloran estas ediciones del Consejo Superior de Investigaciones Científicas.

También está terminándose la reimpresión de la *Historia de las ideas estéticas en España*, agotada hace tiempo la que hizo el Consejo en 1940. Es mucho más manejable que la primera, gracias a los índices redactados en tomito posterior a esta edición de 1940.

Obra ingente, de la cual están orgullosas las prensas españolas, y monumento de la erudición folklórica mundial escrita en nuestra hermosa lengua, es la terminada de imprimir este año a cargo del Consejo Superior de Investigaciones Científicas por el profesor norteamericano Aurelio M. Espinosa con el título *Cuentos populares españoles*. El volumen I contiene 280 cuentos, recogidos directamente por el Sr. Espinosa de la tradición oral. Este precioso y rico material, recogido con riguroso método, con todas las garantías personales y lingüísticas de absoluta fidelidad, sin las habituales deformaciones de las colecciones formadas con fines puramente literarios,

ha sido estudiado amorosamente durante veinte y más años; y el estudio analítico forma los volúmenes II y III de esta obra. El autor los presenta modestamente como "notas comparativas," pero la realidad es que se trata de un estudio de pasmosa erudición en que se investigan las fuentes clásicas y medievales; y con método admirable por su paciencia y sagacidad se analiza la temática de cada cuento, lo que permite seguir la transmisión y evolución de cada uno de sus elementos, lejos de las comparaciones genéricas con que se pretendía probar la filiación global de una narración popular.

Al conocer este libro, la Real Academia Española lo calificó "como uno de los mejores y más completos estudios de la literatura comparada que se han publicado hasta hoy." La cultura hispánica ha de agradecer al Sr. Espinosa su gentileza en publicar su libro—su gran libro—en España; por parte de la vieja nación se ha puesto el cariño preciso para que esta obra sea un orgullo de nuestra lengua y de nuestra raza.

Libro interesante es el *Manual del folklore*, de Luis y Nieves de Hoyos.

EDAD MEDIA. Sobre *Poesía medieval* ha hecho Luis González Simón una selección de setenta y cuatro autores, en la "Biblioteca Literaria del Estudiante."

Monografía trabajada concienzudamente es *El cantar de Sancho II y cerco de Zamora* por Carola Reig, que ha seguido el desarrollo del tema épico de Sancho II, esclareciendo los fondos históricos del tema y documentando su repercusión en el Romancero, en el teatro nacional y en las obras literarias del siglo XVIII y de la época romántica.

La *Compilación de los milagros de Santiago*, por Diego Rodríguez de Almela, editada por J. Torres Fontes, lleva un estudio sobre la persona y obra de Almela. Este mismo editor ha hecho un *Estudio sobre la crónica de Enrique IV del doctor Galíndez de Carvajal*, con estudio del famoso historiador.

Gonzalo Torrente Ballester forma una antología histórica acerca de *Don Enrique III el Doliente* sobre los capítulos de Fernán Pérez de Guzmán y de la Crónica del Rey.

Notemos una edición de bibliófilo de *La Celestina*, según el texto de la edición de Valencia, 1514, hecha por la editorial Castalia, de Valencia, con dibujos de José Segrelles, grabados al agua-fuerte de Luis Enríquez de Navarra y prólogo de Pemán—edición limitada, algunos ejemplares con texto inglés y otros con texto francés.

En literatura catalana y trovadoresca debe señalarse el *Resumen de literatura provenzal trovadoresca*, hecho por Martín de Riquer, donde se da "una idea breve, pero completa de la antigua poesía de los trovadores, procurando destacar la personalidad de los poetas, más a través de su interés literario que del que pueda proporcionarnos la Historia o la anécdota."

Además de un breve capítulo sobre "El juglar Marot" (en el *Boletín*

de la Academia de Buenas Letras de Barcelona, XIX), y de otro en que analiza algunos "Aspectos de la lírica de Cerverí de Gerona" (en los *Anales del Instituto de Estudios Gerundenses*) ha publicado el propio Sr. Riquer las *Obras completas del trovador Cerverí de Gerona*— texto, traducción y comentarios en el Instituto Español de Estudios Mediterráneos. El Sr. Riquer, bien conocido por su valiosa obra *Juan Boscán y su "Cancionero Barcelonés,"* es un joven erudito de los que más seriamente trabajan hoy en los temas de literatura catalana.

Las relaciones entre "Erasmus y Luis Vives" son recogidas por L. Riber, en *Boletín de la Real Academia Española*, XXVI. Don Dámaso Alonso insiste en tema por él estudiado en "La caza de amor es de altanería" (sobre los precedentes de una poesía de S. Juan de la Cruz) en el mismo *Boletín*.

Juan Domínguez Berrueta en *Filosofía mística española* analiza la mística en los filósofos y la filosofía en los místicos, fundándose en textos de Santa Teresa, San Juan de la Cruz y Fr. Juan de los Ángeles. En tres apéndices recoge notas sobre trascendencia europea de la cultura española y el fenómeno especial en el *Quijote*.

La *Recopilación de sonetos y villancicos a cuatro y a cinco*, Sevilla, 1560, por Juan Vázquez, es reeditada por H. Anglés, en el Instituto de Musicología. Se reproduce el texto poético y el musical, con un estudio sobre la vida y la obra de Vázquez.

La famosa obra del P. Malón de Chaide, *La conversión de la Magdalena, exposición del salmo 88 y un sermón*, ha sido editada por el P. Félix García, agustino, para la colección "Clasicos Castellanos," 130.

El libro quinto de la "Psiche" de Juan de Mal Lara, con estudio, ha sido publicado en la Universidad de Salamanca por el rector de ella, Dr. Mario Gasparini.

CERVANTES. Con ocasión de la celebración del cuarto centenario del nacimiento de Miguel de Cervantes Saavedra, España entera se ocupa en estudiar y ponderar su obra. Abundan las conferencias en las universidades y centros culturales, entre las que destacan la Real Academia Española y la Universidad de Valencia. Muchos de estos trabajos todavía no se han publicado; otro tanto ocurre con la Crónica del Centenario, que prepara la Junta Organizadora.

Entre los actos de más resonancia está la inauguración de la Asamblea de la Lengua Española, celebrada en Octubre, con asistencia de delegaciones de casi todo el mundo hispánico y de los países donde se cultiva el hispanismo.

Anotaré algunos de los trabajos más interesantes, aparecidos hasta ahora.

Está en curso de reimpresión la edición del *Quijote* de Rodríguez Marín, por la editorial Atlas y la Junta del Centenario. Hasta ahora han salido dos

tomos, y la novedad que tiene sobre la edición de 1927-28 son algunas notas adicionales. Tendrá un volumen más que aquella, con notas extensas, no incorporadas por Rodríguez Marín en ninguna de sus ediciones anteriores.

La misma editorial Atlas ha dado un *Quijote* para niños, selección hecha por Felipe Ximénez de Sandoval.

Otra edición del *Quijote* ha hecho M. Aguilar, preparada por Justo García Soriano y Justo García Morales. La acompaña una selección de grabados y litografías de los más célebres editores, y un prólogo, "Guía del lector del *Quijote*."

Interesante es el "Catálogo de la primera exposición bibliográfica cervantina, con la colaboración de la Biblioteca Nacional, abierta el 6 de Octubre." Una de las secciones más curiosas fué la de "Libros de Caballerías."

Utilísima es la "Bibliografía complementaria de Cervantes" por E. Ponce de León, en *Bibliografía Hispánica*.

Se han recogido en un volumen de 656 páginas en 4º mayor los *Estudios cervantinos* de Francisco Rodríguez Marín, con prólogo de Agustín González de Amezúa, y una treintena de artículos del ilustre cervantista, publicados en revistas y en cortas tiradas hoy inaccesibles.

Los números 2 y 3 del volumen XXIII del *Boletín de la Biblioteca Menéndez Pelayo* están dedicados a Cervantes. Sus artículos más notables son los de R. Lapesa, "Aldonza—Dulce—Dulcinea," sobre el nombre de la amada de Don Quijote; y de N. Alonso Cortés, "Un notable biógrafo de Cervantes," Jerónimo Morán, que puso la biografía del Príncipe de los Ingenios al frente de la edición del *Quijote* hecha por la Imprenta Nacional por el editor José Gil Dorregaray en 1862-63.

Las "Ediciones académicas del *Quijote*" las ilustra con notas históricas el autor de estas líneas, en la *Revista del Ayuntamiento de Madrid*.

Otras publicaciones importantes son: de Mariano Tomás, *Vida y desventura de Cervantes* (tercera edición); de Miguel Romera-Navarro, *Interpretación pictórica del "Quijote" por Doré*, con una introducción relativa a la evolución de la crítica literaria del *Quijote* reflejada en sus ilustradores; del P. Félix G. Olmedo, *El Amadís y el Quijote*; *La Dulcinea de Cervantes*, de A. Cotarelo sobre el ideal femenino de Cervantes; de Agustín Fuentes Alonso, *Romances cervantinos, inspirados en motivos del "Quijote"*; de N. González Caminero, S. I., "El quijotismo según Unamuno: presupuestos y consecuencias" en *Razón y Fe*, Noviembre.

SIGLO XVII. Está acabada la reimpresión, llevada a cabo por el autor de estas líneas, del *Romancero General*, 1600, 1604 y 1605, dos volúmenes con más de mil páginas, en 4º mayor, a dos columnas—volúmenes III y IV de la colección "Clásicos Españoles" del Consejo Superior de Investigaciones Científicas. Contiene las nueve partes del *Romancero* (edición de 1600) que había reproducido en facsímil The Hispanic Society of America;

más las partes décima a trecena, que añadió la edición de 1604; más la *Segunda parte del Romancero General* por Miguel de Madrigal, 1605—en total unos 1.400 romances reproducidos. Tiene índices de los primeros versos, de letrillas, de estribillos y onomástico general; y tiene un prólogo en que se estudia bibliográficamente el *Romancero*, se analiza la manera como llegó a componerse, se indica la estructura de cada parte, se relacionan los autores que se han podido identificar y se hace un estudio del valor de esta interesante colección, puesta hoy en manos de los estudiosos.

A Mateo Alemán, con motivo de su centenario, dedica varios artículos la revista *Insula*, 31. *Obras varias*, de Francisco López de Zárate, edita José Simón Díaz sobre las ediciones de 1619 y 1651. *La Farsalia* de Lucano, según la traducción de Juan de Jáuregui, ha aparecido con un prólogo de Sáinz de Robles.

El embajador, por Juan Antonio de Vera y Zúñiga, Comendador de la Barra, de la orden de Santiago, 1620, se reproduce en facsímil por la colección "CD" ("cuatrocientos" por el número de tirada de la colección). La edita Don José M. López de Balboa, y se propone dar otros libros de carácter diplomático.

Un segundo tomo de obras escogidas de Lope de Vega, de la editorial Aguilar, tiene poesías líricas, poemas y prosa.

A la figura de Lope dedica Don Joaquín de Entrambasaguas dos obras: *Vivir y crear de Lope de Vega*, parte biográfica; y el volumen II de sus *Estudios sobre Lope de Vega*, segunda parte de *Una guerra literaria en el Siglo de Oro*, con algún artículo más. El erudito sevillano Don Santiago Montoto inicia una "Contribución al vocabulario de Lope de Vega" en el *Boletín de la Real Academia Española*, XXVI.

"Algunos rasgos estéticos y morales de Quevedo" estudia Manuel Cardenal, en *Revista de Ideas Estéticas*. De Calderón de la Barca selecciona y estudia *Autos sacramentales* Eugenio Frutos, profesor de filosofía. Julio Caro Baroja estudia si "¿Es de origen mítico la leyenda de la Serrana de la Vera?" en la *Revista de Tradiciones Populares*, II, 4º.

SIGLO XVIII. Sobre temas del siglo XVIII son los trabajos: "El padre Isla, tan buen religioso como literato" por Constancio Eguía, en *Razón y Fe*, Septiembre-Octubre, 1947; y "J. M. Trigueros y una refundición de la Angélica de Metastasio" por Mario Gasparini, en *Boletín de la Real Academia Española*, XXV.

De G. M. de Jovellanos ha preparado *Obras escogidas* Ángel del Río, para "Clásicos Castellanos," 131.

SIGLO XIX. Continúa la publicación de los "Índices de Publicaciones Periódicas de los Siglos XIX y XX." Han aparecido los de *Revista de Estudios Hispánicos* (1835-36) por Simón Díaz; de *Cruz y Raya* (1833-36) por

R. Benítez Claros; de *Liceo Artístico y Literario* (1838); del *Seminario Pintoresco Español* (1836-57) y de *El Arpa del Creyente* (1852), revista dirigida por F. Navarro Villoslada—los tres últimos por J. Simón Díaz, y con noticias y documentos sobre los colaboradores de las revistas originales.

Sobre autores de la época romántica podemos señalar varios estudios—v.gr., la biografía de Campoamor por Julio Romano; la “Vida y obras de F. Navarro Villoslada” por J. Simón Díaz, en *Revista Bibliográfica Nacional*, VII; las “Notas para una fortuna poética de Bécquer” por José M^a. Martínez Cachero, en *Cuadernos de Literatura*, 2; *De la psique romántica o los grados de subjetividad de Romero Larrañaga*, por José Luis Irache.

La campana de Huesca, por Antonio Cánovas del Castillo, con un prólogo de la primera edición de 1852 del “Solitario,” la ha reproducido C. M. Retortillo.

José M^a. Roca Franquesa estudia “La personalidad poética de don Juan Valera” en la revista *Filosofía y Letras* de la Universidad de Oviedo; y Alonso Zamora, “El modernismo en la *Sonata de primavera*” en *Boletín de la Real Academia Española*, XXVI. Se reproduce la delicada obra de José M^a de Sagarra *Els ocells amics* (Los pájaros amigos), sobre los pájaros que viven a nuestro alrededor.

En la “Biblioteca del Estudiante” selecciona y anota Eduardo Juliá varios textos de teatro moderno: Bretón de los Herreros, *Muñete y verás*; Pérez Galdós, *Marianela*; A. López de Ayala, *El tanto por ciento*; Tamayo y Baus, *Un drama nuevo*; Echegaray, *El Gran Galeoto*.

Sobre temas de literatura americana citaremos por vía de ejemplo “Las noches tristes de Lizardi” por P. Cabañas en *Cuadernos de Literatura*, I, 3, y *Verde y dorado en las letras americanas*, por R. Cansinos Assens, estudios sobre temas argentinos y uruguayos.

SIGLO XX. Las principales manifestaciones literarias de este año han sido:

Poesía. De los hermanos Machado, Antonio y Manuel, ha dado las *Obras completas* la editorial Plenitud, en volumen de 1.320 páginas: todas las obras líricas, las dramáticas escritas en colaboración, la obra en prosa de Antonio, *Juan de Mairena* (sentencias, donaires, apuntes y recuerdos de un profesor apócrifo). También se han publicado *Poestas escogidas* de Antonio, por Aguilar, con estudio biográfico de Sáinz de Robles, y pórtico de Rubén Darío. De Manuel ha dado la Editora Nacional *Horario—Poemas religiosos* (póstumos). Sobre el mismo poeta hace un análisis Don Dámaso Alonso en la *Revista del Ayuntamiento*.

De *Líricos zamoranos de hoy* ha hecho una selección J. Enríquez de la Resa.

La revista de Larache, *Al-Motamid*, recoge poesías árabes traducidas al español y españolas puestas en árabe.

Entre la abundante producción poética señalemos los libros siguientes:

Luis Martínez Kleiser, *Fruto y flor*; Antonio Oliver, murciano, *Libro de loas*, nuevo poeta, uno de los mejores seguidores de Antonio Machado; José Hierro, *Alegría*, premio "Adonais" para 1947; Salvador Pérez Valiente, *Cuando ya no hay remedio*; Pedro de Lorenzo, *Tu dulce cuerpo pensado*, treinta poemas en prosa; José M^a Zaldivar, *Márgenes*; Constantino de Lucas, *Morañegas*, versos inspirados en las costumbres, paisaje y fiestas de la región castellana de Moraña; Ildefonso Manuel Gil, *El corazón en los labios*; López Hernández, *Humildad*, antología de sus versos; José Luis Hidalgo, *Los muertos*; Alejandro Gaos, *Vientos de la angustia*; Ginés de Albareda, *Seis sonetos de Mallorca y un poema de amor*.

Sobre la poesía española en el momento actual ha escrito un jugoso artículo Gerardo Diego, "La última poesía española" en *Arbor*, 24, en donde se destaca la obra de Dámaso Alonso, Vicente Aleixandre, Ramón de Bastera, Adriano del Valle, Ridruejo, Panero, García Nieto con su revista *Garcilaso*, José M^a. Valverde y los que forman la colección "Adonais," dirigida por Juan Guerrero.

Novela. Sobre la novela española en la actualidad léase el artículo de Manuel Muñoz Cortés, en el libro *El rostro de España*, que estudia diversos aspectos de la vida española contemporánea.

De Leopoldo Alas ("Clarín") ha salido un tomo de *Obras selectas*, un volumen de unas 1.300 páginas; Concha Espina publica *El más fuerte*, novela extensa; Ricardo Baroja hace una tirada especial de *La nao capitana*; Agustín de Figueroa, en *El reloj parado*, recorre varias narraciones cortas, con un delicado humor.

Los nombres más señalados en la novela actual son los siguientes: Tomás Borrás, *La sangre de las almas*; José M^a. Gironella, *Un hombre* (premio Nadal, 1947); Camilo José de Cela, *El bonito crimen del carabinero y otras invenciones* (cuentos); Bartolomé Soler, autor de *La llanura muerta* (paisaje de almas, oscuros rincones psicológicos); Mercedes Sanz de Alonso, *Altas esferas*, en colección "Gigante"; Luisa M^a. de Aramburu, *Entre bromas* (edición Epesa); Carlos Martínez Barbut, *El bosque de Ancines*, novela que tiene como fondo la Galicia de las leyendas, los bosques, los duros contrastes y los dulces paisajes; Adolfo Lizón, que en *Saulo, el leproso*, recuerda la tradición de Miró; Luis G. Manegat, *Luna roja de Marraquex*; Eulalia Galvarriato, *Cinco sombras*, vida opaca de cinco muchachas y de su romántico amigo Diego; Carmen Nonel, autor de *Romance de Estrella y el mar*, situado en la tierra vasca; Roberto de la Barca, autor de *La barrera infranqueada* y de *Nubes en el horizonte*; Pedro Álvarez Fernández, *La paradójica vida de Zarrauste*; Luis López Mateos, *Aventuras de un par de bolas*, novela de humor.

Teatro. Obra documentada, como todas las de este autor, es *El teatro en Valladolid* de N. Alonso Cortés, historia de él hasta el siglo XX, con aportación a la historia de la ciudad que fué un día capital de España.

De las *Obras completas* de los hermanos Álvarez Quintero ha dado Espasa-Calpe el primer tomo, de 1.400 páginas con "Palabras iniciales" de Joaquín, escritas en Marzo de 1942.

Las últimas obras estrenadas por Benavente aparecen en un volumen de Aguilar: *Espejo de grandes*, *La ciudad doliente*, *Titania*, *La infanzona*, *Al S. de S.M.I.*

José M^a. Pemán ha estrenado este año *La verdad*, *En tierra de nadie*, *Vendimia*, *Semana de pasión*.

Autores consagrados, como F. Serrano Anguita, con *Quina Diamantes*; Joaquín Calvo Sotelo, *La gloria en cuarto menguante*; Felipe Sassone, con *Un rincón . . . y todo el mundo*, alternan con otros nuevos—v.gr., Rafael Narbona, autor de *La ciudad de los sueños*.

Victor Ruiz Iriarte y Claudio de la Torre han sido galardonados con el premio Fastenrath por sus comedias *El puente de los suicidas* y *El tren de madrugada*. El premio Lara se ha otorgado a *Piltrafa* de Amira de la Rosa (colombiana) y a *Clementina* de Claudio de la Torre.

Ensayos y otros escritos. De José Martínez Ruiz (Azorín) ha salido el primer volumen de sus obras completas, con un hermoso retrato literario del autor por Ángel Cruz Rueda y una bibliografía de las obras contenidas en el volumen.

Sobre "Valle Inclán y la crítica" diserta José Luis Cano, en la revista *Insula*, 22, y en el número 20 trata M. García Blanco de "Unamuno y sus seudónimos."

Eugenio D'Ors reimprime el volumen I de su *Nuevo glosario*, 1920-26.

Como libro didáctico ha salido la segunda edición de *Prosa española moderna y contemporánea* por J. Entrambasaguas, para ejercicios de lectura y comentario gramatical de los alumnos de español en los cursos para extranjeros.

Entre los libros de historia merece especial mención por su valor literario la monografía de G. Marañón sobre *Antonio Pérez*, el famoso secretario de Felipe II; y los de José M^a. Doussinague, *Un proceso por envenenamiento. La muerte de Felipe el Hermoso*; y Benito Sánchez Alonso, *El mundo y España*.

Y por su especial interés en relación con América no quiero dejar de anotar que la *Revista Geográfica de España* dedica su número 21 a recuerdos de España en Estados Unidos, con artículos sobre Alonso de León, conquistador de Texas, por José Sanz y Díaz, y otros sobre Arizona, sobre ciudades hispanas de California, sobre el P. Fr. Junípero Serra, y otros.

ÁNGEL GONZÁLEZ PALENCIA

Universidad de Madrid

Languages for the Very Young

RECENTLY a friend of mine who is a well-known surgeon called me up. "I want to consult you about my children's education," he said. Knowing that Norma is four and Eddie Jr. three, I was a bit nonplussed. After all, I'm a university professor of languages, not a kindergarten expert. But the tie-up came to light when I saw him.

"I could easily endow my children with ten thousand dollars each," he said; "but I would much rather endow them with an art, a skill, a second string to their bow—something that will stick with them and do them some good in their future careers, whatever these may be. I have thought of endowing them with languages—not languages as they are learned in high school and college, but languages as they used to be learned by so many people in Europe, from childhood, so that the recipient grows up with them, easily, naturally, spontaneously and, above all, conversationally. I'm thinking of taking on three governesses, each of whom will speak a different language to them for a certain part of their day. You are an expert on language-learning. What do you think about it?"

Needless to say, I thought very highly of his scheme.

"Will they *really* learn the languages that way?"

"Yes, they'll learn to speak them like natives."

"Will it interfere with their English?"

"Not in the slightest. At their age, they can pick up any number of languages, and speak them all like natives, without the mutual interference you get later on."

"Will they stick?"

Here was the poser. Yes, they would stick, *provided* they were constantly practiced in later years. Like every other kind of skill, languages grow stale if you do not use them. It is a commonplace to hear a man say, "I was born in Germany, and spoke nothing but German for the first six years of my life. Then my parents brought me to America. I learned English, didn't use my German, and now I've forgotten it."

This was the rub, but my friend decided to take the chance that in later years, after the governesses were gone, his children would get or make conversational opportunities. Today Norma and Eddie Jr. are learning Russian, French and German, by the direct conversational method, from three different governesses. They will grow up, like the children of many European families, not merely bilingual but quadrilingual. And with no apparent effort on their part.

Not everybody can find or afford three foreign governesses, or even one. But what can be done by an individual with hundreds of dollars for his own children can certainly be duplicated by State Education Departments, with millions of dollars, for everybody's children.

The desirability of people really learning languages at the child stage is hardly likely to be questioned. In the days of isolation, languages used to be a matter of "culture." Today, as we move hopefully into a new internationalism, they are becoming a matter of necessity. A recent Gallup Poll indicates that the people realize this. To the question: "Should the school children in all countries be required to learn, in addition to their own language, some one language that would be understood in all countries, so that people of every nation could understand one another better?" 71% of those polled said "yes," and only 17% "no" with 12% undecided.

From the standpoint of the children and their receptiveness, there is no doubt that it can be done. It is being done all the time. A French colleague of mine and his wife, whose English is somewhat sketchy but whose French leaves absolutely nothing to be desired, have four children whose present ages range from 12 to 35. All four were brought up by the same method. Nothing but French was used with them till they began going to school. In school and at play they quickly picked up English. Today, their French and their English are both impeccable. The eldest makes his living teaching French to naval cadets. The other three, including little 12-year-old Babette, are or will be amply qualified to teach, interpret, translate and, above all, converse. And note this: their English bears absolutely no trace of their parents' French accent; neither does their French have the slightest sign of the "esker vooz away" quality of our high school students of French.

By way of contrast, I have a woman friend born and educated in Italy and married to an Italian-born husband. "Speak Italian to your children from the minute they are born!" was my advice to them when they got married. "Of course we will! What else should we speak to them? We both know Italian better than English." But they did not keep their promise. They chose the path of least resistance, which was to use the English they themselves were learning, and which the children brought home from their first outside contacts. Result: Daniel and Flora took up Italian in high school later as a foreign language, and today they can stumble through a few phrases, spoken with a Brooklyn accent.

All this brings up a problem for our education experts. Do we want our children *really* to learn foreign languages? And if so, what is the best method?

A recent poll conducted by a woman's magazine indicated that 78% of those polled were in favor of the study of foreign languages. Small wonder, with the earth getting steadily smaller and more crowded, and jet-propelled planes threatening to cut travel time between New York and Paris to a couple of hours. The people of the United States are language-conscious as they never were before. In New York City's adult education project, the first thing done was to poll library visitors to find what subjects they wanted. Foreign languages got more votes than all other subjects combined. The GI education program in Europe showed our soldiers interested,

first of all, in French, partly due to their being stationed in western Europe, where French is the most current language, no doubt; but the GI's were looking sharply to the future, too; many expected to go back to Europe as salesmen, reconstruction experts and tourists.

But how to do it in the most effective way? The same poll that showed 78% in favor of languages also showed 50% in favor of beginning languages *before* high school. In this, the good people of America show their sound common sense, which so often outstrips the vagaries of the scholars. The Harvard Committee says: "No languages in high school. Wait till they go to college." But the plain citizens know that all their children will ever get in college will be a reading knowledge of a foreign language, if that. And they want their children to learn how to *speak*, so that they may travel, for business, pleasure, or even war (may the latter never be the case again!) and make themselves understood wherever they go.

Who will win out, the scholars who say: "No languages till college," or the parents who say: "Languages in the kindergartens?"

Curiously, it is the latter, not the former, who have the backing of linguistic science, experience and experimentation. There are a few (very few) schools in the United States today where six-year-olds are taught foreign languages—not out of grammars and dictionaries, as a classroom exercise, for three hours a week, but by exactly the same method by which they learn English—speaking it and hearing it spoken, reading it out of little six-year-old readers with plenty of pictures of doggies and cats and dollies, and writing it in easy three and four-letter words. The results are astounding. The children in these schools grow up to be perfectly bilingual. Far from suffering, their English is much improved because they have, from the very outset, a point of comparison and a language sense.

There is a public school in Mott Street, in the heart of New York's Chinatown, where the American-born tots of Chinese ancestry learn their Chinese along with their English. Recently they gave a performance which I attended. Their Chinese was beautiful, tones and all. They sang quaint little Chinese songs, put on a Chinese sketch and delivered Chinese elocution pieces just as well as it could have been done in Chungking. Later I spoke to some of them, lapsing into English by reason of the insufficiency of my spoken Chinese. There was not the slightest trace of a "No tickee no shirtee" accent, intonation or grammar in their remarkably correct Americanese.

In another progressive school of my acquaintance, run by Sisters, French is used in the kindergarten and elementary classes, with children of pure Anglo-Saxon stock. But they talk like the tots of the Champs-Élysées—or like the tots of Central Park, according as you start them off in French or in English.

In Europe, language classes for the very young children have long been commonplace. Hedged in as they are on every side by nations speaking

different tongues, the Europeans believe in starting their language training early—at six or before. I had a smattering of French and a few words of English before I arrived in America, at the age of seven.

What they can do, we can do. The beauty of it is that it need take absolutely no time from any other kindergarten or elementary school subject, for the language is not *taught* as such; it is merely spoken in conducting certain classes. Geography in French, history in Spanish, arithmetic in English, which is much better than beginning Spanish in college, three hours a week, with a grammar, ten or twelve years later.

Even in America this system has been tried and found satisfactory. It used to be the system employed in the Cincinnati public schools before the first world war. Half of the day's classes were taught in German, the other half in English, and the children grew up bilingual. It is the system followed today in several parochial schools conducted by Polish and Italian nuns in communities where Poles and Italians are numerous. Norwegian is learned that way in many Minnesota communities, and some midwestern kindergartens attempt to teach "manners" in French.

But these are exceptional cases, because so far there has been no widespread community demand for foreign languages at an early age—the right age. If half the time and money that go into teaching music to children who are constitutionally not musicians were devoted to languages, there would be far better results, because all children of kindergarten age are constitutionally linguists. But the fifty per cent of parents who believe in languages before high school must organize and demand them from the local school authorities.

Language aids, both in and out of school, are there for the asking. All we need to do is mobilize them—the foreign language films, which proved so effective in the Army language courses and would be hailed with delight by the children; foreign-language phonograph records, providing mechanical as well as linguistic interest; and, above all, the radio.

New York has several stations that "speak your language" and give excellent foreign programs. Many universities teach languages over the radio; Ohio State University, to cite only one instance, has its French and Spanish "School of the Air." But while young children have occasionally been known to listen to these programs, a new radio technique will have to be devised for them—some sort of "Superman" type program in very simple French, Spanish, German and Russian, to supplement school instruction and continue kindergarten training in the mental surroundings natural to the young. Here again, the problem is one for community groups to solve. The demand must be there, and it must be organized. When, as and if this demand crystallizes, we shall see America turning, by highly natural processes, into a nation of linguists.

MARIO A. PEI

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Language Fun

BEFORE I went to Europe last spring, one of my well-traveled friends warned me that I would have a pretty dull time in a foreign country without having previously studied the language of the country I planned to visit; but I have found, since being in Norway for three months, that much of my fun has resulted from my not having a command of Norwegian. However, when I started mingling with the passengers aboard the *Stavangerfjord* bound for Norway, I was beginning to think my friend was probably right in her generalization. Norwegian fairly echoed across the waters. The only English I heard spoken came from my own lips in the privacy of the cabin that I was sharing with a friend, Mary Olsen. Mary had been born in Norway, but she had lived most of her life in the United States. This was Mary's first trip home in thirty years. She thought there was no time like the present for me to begin learning Norwegian; so even Mary would answer me in this strange-sounding tongue. I suspected, also, that she and the other Norwegian-Americans aboard ship were slightly intoxicated with the sound of their language. There is a certain magic about one's own native tongue. Even though most of these tourists could speak fine English, it was uppermost in their minds that they were going home again, and they wanted to prove to family and friends in Norway that, though they had been away many years, they had not forgotten. Even I could feel the excitement when these Norwegians by birth rolled their *r*'s or came forth with a good hearty *ja takk*. I had heard an English professor say some years ago that English is a weak-sounding language, and it had never registered with me what was meant by that criticism; but I definitely experienced one of those happy moments when one finally grasps what a more experienced person has been trying to tell one for years. Some Norwegian words not only sound stronger to the ear, but they say much more than the English equivalent. The Norwegian *mange takk* seems to say far more than merely "many thanks"; and I loved to hear these folk pounce on *nei-da*, which is a sort of slang for the English "no" but seems to say considerably more than just "no."

I felt quite lost the first few days aboard the ship, and to make matters worse, the sea became rough, and stimulating conversation seemed to be the only answer to taking one's mind off one's uncomfortable feeling; so I borrowed a Norwegian-English dictionary and kept my mind well occupied fumbling with my first Norwegian words. I would mumble over and over again such expressions as *takk for sist* (thanks for the last time); *goddag* (good day); or *hva koster det?* (what does that cost?). I was as likely to say

takk for maten (thanks for the food) to a passing acquaintance in the ship's writing salon, as *hvor gammel ar ni* (how old are you?) to the waiter when he brought me the fish course at *middag* (dinner). It really did not matter. I was beginning to get a feeling for the language; and the most helpful factor in learning a new language is to start talking. It is like diving into cold water. You stand shivering on the pier looking down into the icy depth, having all kinds of regrets, wishing you had the good sense to get your exercise some easier way; but you will never warm up until you have made that first plunge. Once you are in the water swimming about, you think that there is nothing as invigorating as swimming in fresh cold water.

Naturally one has a series of embarrassing moments on these first few attempts, and some of us never seem to get past this stage; but if you are seriously intent on learning to converse in a different language you must start talking right from the beginning. If you just think an expression, it will never take shape; you must say it aloud to some one. You will undoubtedly blurt out some inanity that has little bearing on what you actually had in mind and any resemblance to what you thought you were going to say is purely coincidental; but after your friends have stopped laughing, you can cross-examine them, find out just exactly what you should have said. Besides providing good entertainment for your friends, you will have added several new words to your growing vocabulary.

When we landed at Kristiansand, a town in Norway, ten days later, and were quickly surrounded by Mary's relatives, I was thrilled when they grabbed me and said heartily, *Velkommen til Norge!* I was all set to recite my treasury of stock phrases that I had labored over on the *Stavangerfjord* while fighting off sea-sickness, when one of the cousins asked in perfect English, "Did you have a pleasant journey?" For a brief moment I was disappointed, and then it felt so good to talk English again, we talked far into the night.

My study of Norwegian was at a standstill for several weeks. It was so easy to talk English, and so many of the people we met spoke such fine English that I definitely became language-lazy; and furthermore, whenever something was said in Norwegian, Mary or one of the cousins quickly translated it for me.

All was going fine with this arrangement, until one morning Mary woke up and whispered to me, "I can't talk; I feel awful; I think I have the flu, pneumonia, and laryngitis. Will you have Tante Karin call a doctor?" This was strictly a crisis for me. The English-speaking cousins had long since gone to work, and Tante Karin spoke no English, and my set of stock Norwegian phrases did not cover emergencies.

I went downstairs. I couldn't imagine what I was going to say to Mary's Aunt. I went into the kitchen and Tante Karin greeted me heartily and said something that I did not understand. Then I tried to explain where Mary was

and why. I kept saying "Mary" and pointing upstairs; then I coughed several times, put my hand to my throat and managed to look quite sick myself. If I had only had the good sense to say the word "sick," Tante Karin would have understood immediately as the Norwegian word is practically the same.

Mary was sick for three weeks, and during this time Tante Karin and I developed a most interesting language of our own. It was not Norwegian, and it certainly was not English. It was a mixture of both with a third unknown quantity thrown in. Nobody else could understand either of us, but Tante Karin and I had a beautiful understanding. Previously she had been just Mary's Norwegian Aunt to me, and I was thought of as Mary's American friend. This formal relationship was dropped, and a very pleasant friendship developed between the two of us. We expressed opinions to each other on every possible topic. We never talked in complete sentences; we just used key words; I consulted the dictionary frequently to help us over a trying spot. I don't know what there is about a new language that causes one to shout, but one seems to have an instinctive feeling that if one speaks louder one is better understood. Tante Karin and I hardly had a conversation in which our voices did not rise to a shrill excited pitch. The more enthusiastic we would become, the louder we would talk; and we could get quite enthusiastic. One of the cousins said that she could hear us the minute she got within a block's distance from their home.

If you are hesitating to travel because you feel that you are not up on your languages, do not let this factor hold you back. For any real emergency you will always be able to find somebody in the near vicinity who will understand a few words of English, as long as you do not get too far off the regular tourist paths. I met many people in Norway, Sweden, Denmark, Holland and Switzerland who had studied English in school for four and five years. Many of them were shy about speaking English with me, but they understood everything I said to them. However, do not be lazy once you are in a new country and resort solely to English; of course, you will get by, but you will miss a lot of fun.

We could do more in our schools with languages. Studying a language can and should be fun. In all of the language courses I had in high school and college, I learned quite a bit about passive verbs, indefinite articles and personal pronouns; but did I learn to say, "Please pass the salt?" in French or Latin? No, I did not. A lot of good it does me to be able to conjugate *donner* in all the tenses and yet not be able to voice a simple, practical request. Part of the blame can be placed on me, the pupil, because at the time I was studying French in my undergraduate days, I was merely fulfilling a language requirement; but at the same time, my language teachers were at fault too. They did nothing to arouse my interest.

Since the Army and Navy had such exceptional success in teaching

usable languages in a hurry-up fashion during the war, there has been an attempt to change the traditional method of teaching languages in some of our schools.

I was taking a refresher course in French at a large university on the west coast before setting out on this journey. We had as our instructor a young lady recently discharged from the WAVES. With the exception of two members of the class, we were all veterans, and it was very much like attending a veterans' reunion every time we went to class; there was a feeling of naturalness and ease in the classroom that I had never felt in school before. Our instructor began making assignments in the traditional style: grammar one day, writing sentences next day and translating short stories the following day.

The second week of school we frankly told our teacher we thought this method of teaching a language was outmoded. She quickly agreed with us, but shrugged her shoulders and said, "I'm only a teaching fellow on the language staff; my job is to teach according to the department outline. If the head of the department were dissatisfied with this method of teaching, he would have hired me to change the method. But I'll tell you what I'll do." She sensed our eagerness to learn and also realized most of us were at the age where we could not afford to waste a minute of our time. "We'll continue to follow the outline," she said, "but if you are willing to concentrate harder and to give more time, I'll spend fifteen minutes each day in popular conversation. Those who do not want this need not participate; it won't affect your grade."

It was rather thrilling to see how the students reacted to this. The entire class was enthusiastic to try this new approach. Every day besides the regular class work we would attempt conversation. It was very slow at first because some of us just could not express our thoughts in words, but a number of our boys had been in France and Belgium during the war, and they managed to keep things going. Our conversation was not just dull questions and answers to the short stories we had been reading, but we attempted to talk about current happenings, using current slang.

For those of us who were backward about conversing, our instructor held a special session in phonetics twice a week during her lunch hour. This was a wonderful help, and I was sorry to leave just when I felt like I was taking hold; but with so many people traveling in this post-war period, I had to take a reservation when I could get it.

Here are a few simple suggestions how to have fun with a new language. Take Norwegian, for example:

- (1) Start talking as soon as you know two words.
- (2) Reduce your talking to key words. Do not try to form perfect sentences; break your sentences down to the essentials. Many times you need to say only two words. Example: It is sufficient to say, "beautiful day?"

for "Isn't it a perfectly beautiful day today?" Your friends will get the idea, and it will save you a lot of anxiety trying to think of a verb, proper tense and so on.

(3) Get a Norwegian-English dictionary, and USE it.

(4) Develop the habit of writing down new words in a small notebook that you carry with you at all times. When you learn a new word, write it down in your book, check on the proper pronunciation and repeat it in countless different ways until it is definitely in your vocabulary. Be discriminating; do not spend time on words that are not in popular use.

(5) Learn a list of stock phrases relative to the weather, eating, forms of greeting and the like. The next time you meet a friend on the street, notice the first few things said; it will probably be: "Hello! Glad to see you. How are you? Isn't it an awful day?" Norwegians are no different. There are certain things we talk about, day in, day out. Make it your business to have these common words and expressions in your vocabulary.

(6) Also learn a number of descriptive adjectives; words such as *beautiful*, *interesting* and *gruesome* are invaluable.

(7) When shopping or in public places, speak to the clerks in Norwegian. They will undoubtedly answer you in English, but you had to force yourself to think on your feet; and so it won't make any difference.

(8) Listen carefully when Norwegian is spoken to you. If you do not understand what is said to you, ask the speaker to repeat it slowly.

(9) Find a student who is eager to improve his English and offer to exchange a few basic lessons in grammar and pronunciation. It is good for both your Norwegian and English.

(10) Have a sense of humor, above all. You are bound to say funny things, and people will laugh; so just laugh with them; but don't make the same mistake more than three times.

These suggestions are designed particularly for those who are planning to travel, who do travel and have traveled; but teachers could adapt some of the ideas in their teaching too.

BETTY CARLSON

Rockford, Illinois

The French Course at Phillips Academy

FOR a long time we have felt that the independent secondary schools have fallen down on the job in their teaching of the modern foreign languages. As Jacques Barzun put it, "Boys and girls 'take' French or German or Spanish for three, four or five years before entering college, only to discover that they cannot read, speak or understand it." It has seemed self-evident to us that students should finish their preparatory-school course with the ability to read, speak and understand the language they have been studying and that they should also know something of the culture and the history of the country concerned.

As a preparatory school (nearly all of our seniors are college applicants), our primary purpose is to prepare boys for their tertiary education and, therefore, to pass the examinations set by the College Entrance Examination Board. But we pride ourselves on being more than a mere preparatory school and have devised a curriculum which aims to give our graduates a general cultural background, including such required courses as art, music and religion which do not count for credit with the colleges to which we send the majority of our students, and in certain subjects, notably history, to cover a broader field than is demanded by those colleges. To earn his diploma a boy must receive credit for three years in one foreign language and two in a second. If his schedule permits, he may take more than this minimum and even begin a third language if he chooses. Our curriculum includes French, German, Greek, Latin and Spanish. Most of our students first take two years of Latin and then three of one of the modern languages. These classes meet for four fifty-three-minute periods weekly. Therefore the problem our French department had to meet was this: to prepare our boys in third-year French to pass the C.E.E.B. examination and in addition to teach them to read, speak and understand the living language, as well as know something of French culture and civilization. And this had to be done in four weekly periods covering three years, with a maximum outside preparation limited to one and one quarter hours to each recitation.

To accomplish this, we considered two things to be essential: small divisions and additional classroom hours. On the first point we were fortunate; by retaining those teachers who came to fill in for the members of our staff who were drafted and by re-employing the latter, we have eight members in the department to teach the approximately 360 of our students who are now enrolled in French. As each instructor has four sections, this

permits ample individual attention and recitation during each classroom period. But we have been less successful in our attempts to meet our classes more frequently. We were able, by agreeing to reduce the amount of time allowed for each classroom preparation to forty-five minutes, to meet our first-year students five times a week. Too-crowded study programs have until now prevented this in the second and third years, and we have had to be content with four weekly meetings after the first year.

Before inaugurating the new method, we rejected as impracticable any attempt to duplicate the technique employed by the Army during the war. It was obviously impossible to approximate the same conditions. Our students could not be segregated into "French houses" or even eat together at "French tables"; nor would their other subjects and their extra-curricular activities permit them to devote more than the usual amount of time to their French. We had to try and attain our goal within the limits imposed by the curriculum and the traditions of the Academy. We decided to adopt a modified form of the "Cleveland Plan" which has proved so successful in the Cleveland public school system since its inception, soon after World War I, by Dr. Emile de Sauzé. We insist that only French be used in the classroom at all times. We spend the first few weeks of the first year familiarizing our students with the pronunciation of French sounds; for the remainder of that year we use Dr. de Sauzé's own text, *Nouveau cours pratique de français pour commençants*. The boys are taught to write free compositions making use of the vocabulary and constructions illustrated in the text and to give brief talks before the class on assigned topics; much time is devoted to dictation and to questions and answers between teacher and pupils or between the pupils themselves. To develop the students' comprehension, the teacher does a considerable amount of reading aloud and of asking questions on what has been read. No readers are used until the completion of the *Nouveau cours pratique* . . . at the end of the first term of the second year. Thereafter more stress is laid upon free composition and speeches; reading for comprehension, not translation, is begun. By the third year, the students do outside reading and submit written reports on what they have read; classroom work is devoted to learning something of the culture and civilization of France from such texts as Chinard's *Scènes de la vie française* and Lévêque's *Histoire de la civilisation française*. By the conclusion of the three years, students should be able to read without recourse to dictionaries, to understand what is said to them and to express themselves both on paper and orally; and they should have some knowledge of the reasons for France's importance. And they should be ready to handle college courses conducted exclusively in French.

This is our goal and it is too early yet to prove how nearly we have succeeded in attaining it. The new system was inaugurated, in the fall of 1944, for two special sections only. Twenty students enrolled in first-year French

were chosen to form two special divisions, to be taught entirely by the new method. These boys were as representative a group as it was possible to pick, ranging in age from the ninth to the eleventh grades (the Academy covers the last four years only), in ability from first honor roll to barely passing averages of sixty. We found at the end of their first year that in comprehension, vocabulary and oral fluency these students were far ahead of those in the conventional course; they were behind only in knowledge of grammar, but the grammar they had studied seemed to be known more thoroughly. This group completed three years of French last June; those who took the C.E.E.B. examination averaged higher than those who had been taught exclusively by the old method. In 1945, all those beginning French were taught according to the new procedure and are now beginning their third year under the present system. Those of this group who wrote the C.E.E.B. second-year French examination last spring scored higher than those who had taken the traditional course. Both in 1946 and 1947, at the close of the school year, there were fewer failures in first-year French than in former years when our boys were still under the old system, and in 1947 there were fewer failures than in 1946 as the members of the department became more familiar with the new technique. We have tested all those who are studying under the new system by the special aural tests formerly published by the World Book Company; our students averaged considerably better than the national average for the independent schools. That the new method is favored by the undergraduates can be confirmed by the fact that the number choosing French as the second language has increased for the first time since before the war, whereas the number electing Spanish, still taught according to the old method, has for the first time fallen off. And visitors, whether teachers from other schools or native French, have been unanimous in their approval and praise of our methods; other schools have begun to adopt it, and French visitors have stated that the same technique should be used in their country to teach English.

That what we are doing is a definite improvement and a step in the right direction we all agree; that we have perfected the new system we realize to be far from the truth. The problems are relatively simple in first-year French where we have the extra classroom hour and where we find the boys keen and enthusiastic because the language turns out to be so different from learning Latin and because they can learn to understand so quickly what is being said to them. It is not so easy in the second year as there is less actual contact with the language due to fewer class meetings and we have to contend with eleventh graders who have the heaviest programs in school. It is easier again in the third year when the students are more mature and therefore more aware of what is being done; also by then they can read more interesting material and carry on more interesting conversations. We have not yet found the ideal texts—that is, texts without *any* English whatso-

ever, no English vocabularies and no English footnotes. But we have gone far enough to feel convinced that our aim can be realized, that no student able to learn French the old way need feel he cannot learn it the new, that those we graduate will be better prepared for further contact with French, either in college or abroad. As the colleges become more and more eager to receive students prepared by the new method, and as a greater number of preparatory schools, both independent and dependent, adopt it, I am sure that we in America can give the lie to Monsieur Barzun's accusation and make the study of French a more valuable as well as a more enjoyable part of education.

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SUMMER SCHOOLS

In cooperation with Mexico City College, Mississippi Southern College of Hattiesburg will sponsor its first, and the University of Notre Dame its second, summer school in Mexico, June 22-August 27. Inquiries should be directed to Dr. Paul F. Bosco of Notre Dame or Professor Melvin G. Nydegger of Mississippi Southern College.

A course on "Trading with Latin America" and a workshop concentrated on introducing or fitting Latin American materials into school curricula or community activity programs are special features of the Mills College (Oakland 13, California) summer session, July 3-August 14.

Spanish majors at Russell Sage College (Troy, New York) and others interested will study at the University of San Carlos, Guatemala City. The group will fly to Guatemala City from New Orleans, leaving July 2 and returning August 16.

Dr. Aurelio M. Espinosa, first editor of *Hispania* and Professor Emeritus at Stanford University, will offer his course on the Modern Spanish Drama at the University of British Columbia (Vancouver, B. C., Canada), July 5-August 20.

Interested readers should consult also the advertising pages in the recent numbers of the *Journal* and the *News Bulletin* of the Institute of International Education (January, April).

Audio-Visual Aids in the Secondary Language Curriculum

THE successful teaching of a modern language requires not only dynamic, purposeful and significant instruction but the exercise of imagination and ingenuity on the part of the teacher. A few able students may possess a language sense comparable to the ability to play music by ear. However, the vast majority are like blind men trying to grope their way about a strange room. For both groups, gifted or otherwise, a sound utilization of audio-visual materials helps substantially to produce effective language learning.

While considering some of these practical devices, one should keep in mind the main objectives of the modern language course. Broadly conceived, these involve two chief aims: (1) the mastery of a medium of communication and (2) the development of enlightened social attitudes through a sympathetic study of the civilization indigenous to the specific language.

Competence for communication requires not only the acquisition of foreign words as such, but also physiological and mental skills needed for correct transmission and reception. Emphasis placed on speaking, reading, understanding or translating may vary according to the interest of the students, the ability of the teacher and the diverse standards set by schools and colleges. Time, too, represents an important factor, for the degree of command to be achieved necessarily must be scaled to the length of a course. However, regardless of emphasis or time, these four areas compose the essential channels for obtaining any competence at all. Only after some proficiency in these departments is achieved, should the broader and equally important second aim of language study, the augmentation of the student's life experience, be developed. Once interchange of ideas and observations can be conducted in the foreign language, the course may be extended to include study of cultural material embracing another pattern of life which breaks down the pupil's insularity, widens his horizons and at the same time evolves concepts and attitudes essential for democratic living at home. The degree of emphasis on this phase also depends upon local conditions. Unfortunately, modern language objectives frequently are determined by arbitrary requirements rather than by their real import for an interdependent world.

Since, first of all, a student must learn foreign words, on what basis are we to select a working vocabulary? And how can the mastery of it be made

enduring? Relate it to the novice's immediate surroundings and activities connected with them. It is an educational truism that we remember longest what we learned by doing. Words selected from frequency lists do not, therefore, always provide satisfactory material. An extreme example is furnished by a beginner's grammar recommended for secondary school use. The vocabulary had been culled from scientifically compiled syntax, word and idiom lists. Yet among almost seven hundred "basic" words no mention was made of such prosaic, every-day but indispensable objects as *knife, fork, spoon, glass, soap, towel, brush, butter, egg, milk* and so on. Instead it offered an imposing array of abstract concepts like *sense, will, pride, justice, eternal* and the like; and included *king, queen* and *knight*—items now comparatively obsolete except on playing cards. For a beginner the above selection would seem somewhat superfluous.

Instead, why not begin with the pupil's own physical environment to supply his first words? An obvious starting point would seem to be the classroom, containing so many things to be seen, heard, felt and used, which permits immediate association between the object perceived and its foreign name—a substantial factor long emphasized by the advocates of the conversational approach. One beginning class asked to compile its own vocabulary in this fashion suggested over a hundred classroom items they thought worth knowing in a foreign language. In order to become better acquainted with personal interests, I have asked different groups of first year language students what expressions they preferred to learn first. With the exception of greetings, they almost invariably and very naturally chose words to describe people, activities and objects dominating their own daily living. And once satisfactory preliminary results were obtained by linking the sound, meaning and form of foreign words to classroom objects, the vocabulary went out-of-doors, so to speak, to include the school building, the cafeteria, the home and the language club. Wherever possible, new words were added through experience rather than by merely memorizing them.

In the cafeteria, for example, a special table was reserved for the language group. From the foreign menu supplied for them, over fifty fresh words relating to food became familiar. This knowledge later proved useful at the club meetings where members prepared regional dishes from foreign language cook books. A gourmet might have considered these culinary efforts questionable but they undoubtedly provided "food" for learning by doing.

At these club meetings where only the foreign language was exercised, foreign dances, travel pictures, language games by playing-card method, simple plays and songs furnished additional fare.

These methods are just as applicable to the rest of a student's environment. The athletic fields, where classes can play American games shouting the foreign vocabulary, or experiment with some typical foreign sport

having its own specific rules and paraphernalia; the community with its manifold patterns of activity; the individual home—in short, life itself, living itself enriches and vitalizes basic language instruction. “Where your heart is, there will your treasure be also”—even in the mining of a new language skill.

Needless to say, every item of language study cannot be experienced personally. As proficiency increases, inevitably more and more abstract thought must enter. But here again, audio-visual aids become even more valuable. Time and money usually prevent a visit to Paris, for example, but a model of the principal districts, buildings and streets—Montmartre, the Louvre and the Champs Élysées—will help visualize important aspects of the French capital and stimulate an appetite for further knowledge. Spanish students may never visit Spain or Latin America, but participation in the production of a three dimensional terrain model of those lands can increase both language mastery and geographic mastery by such vicarious travel. The neophyte in German may never actually glimpse a *Burg*, but the reproduction of one by means of an easily handled *Modellierbogen* makes a realistic substitute. Specialized visual devices also will clarify stories read in secondary schools about foreign countries, even though these tales contain many regional features otherwise too unfamiliar to be more than vague reading references. Language plays, similarly, suggest questions about settings, costumes and situations that reproductions in miniature could most vividly answer. The skillfully integrated use of realia, such as foreign currency, guides, time-tables, posters, calendars, stamp collections and the like, often constitutes invaluable aid to creative teaching. In short, wherever the physical limits of the immediate environment or the abstract quality of the subject prevents direct, first-hand experience, visual aids may furnish vicarious adventures.

The dramatization of foreign language plays provides excellent vicarious experience. In immediate language objectives, the drama, of course, promotes reading comprehension and verbal skill. In addition, it gives the participants a clearer interpretation of a play. Most significant of all it may create a better understanding of the point of view of the foreigner by depicting his personality, problems and culture. No matter whether carefully rehearsed and elaborately staged or merely ad-libbed in the classroom, whether written by a great playwright or improvised by the students themselves, such performances markedly further pronunciation, vocabulary building, language comprehension and social understanding. The observance of foreign opera, theater and motion pictures, quite aside from their cultural values, presents the language in action and develops familiarity with it.

Although the subject matter of language courses may be less plentifully manifest in the life of the immediate community than that of the sciences

and social studies, the value of planned field trips to points of interest outside of the classroom should not be overlooked. Even though the majority of students may lack the opportunity for foreign travel or for specialized study in language camps and schools, they may still experience foreign life in operation. Every large city has its Chinatown, its Italian Quarter or its Spanish or German section. Many cities have their immigrant and racial colonies, segregated or otherwise, whose distinguishing features predominate at their theaters, shops, churches, clubs and cafés. Some communities have museums and monuments dealing with the contribution of foreign groups to life in America. Organizations like the Pan American Union, the Carl Schurz Foundation or the various International Houses are worth visiting. Often friendly people in a community can be persuaded to open their homes for small informal gatherings at which residents of an International House, for example, can meet and mingle with local students of their own language to the mutual benefit of all. A number of cities have foreign language societies which aim to establish closer cultural relations between their countries and the United States. A field trip to such a society may help to correct misconceptions and to broaden horizons. Carefully chosen, the language class field trip will more than compensate for the time, effort and expense involved.

The final responsibility for student enthusiasm and the ultimate success of any aid must in the last analysis rest with the teacher himself. His own knowledge, ingenuity and imagination must be exercised to the utmost, for he it is who imparts essential facts and skills, stimulates interest by his own interest and influences the formation of attitudes. And no method, however humble, should be neglected. At the lower levels of language work, even such lowly visual devices as comics and cartoons may serve to soften, if not convert, the unregenerate language foe! One of my most successful displays consisted of Spanish comics to which the students crowded without urging at all available hours. An almost similar response was caused by an informal showing of foreign newspapers, advertisements and illustrated magazines like *Norte*, *L'Illustration*, *Sie und Er* and the *Puerto Rico Ilustrado*. Such material brightens the duller aspects of formal language work. An irresistibly attractive display might be focussed around the books, magazines and games enjoyed by the young people of other countries. *The National Geographic* and *Holiday* offer unusual possibilities for scrap-book collections and projected still pictures that will be helpful to the instructor. At the higher levels, more ambitious book exhibits might be organized around such vitally urgent topics as *Pan America*, *The United States of Europe*, *The United Nations*, or even *The Brotherhood of Man*, for in its overall objective, language study should assuredly culminate in the ideal of the world-wide human family. The relevantly integrated use of visual materials seldom fails to override obstacles in the uphill process of language work.

If aural comprehension and conversational ability constitute the main purpose of the language curriculum, serious consideration should be given to the advantages of audio-oral aids. To be sure, the most obvious requisite for transmitting an acceptable pronunciation is some degree of fluency on the part of the instructor. Unfortunately, he is not always proficient. But be he an accomplished linguist or no, the teacher will carry through certain phases of language instruction far more effectively if he can employ the necessary mechanical equipment. Radio programs in foreign languages, especially short wave broadcasts, should provide that diversity of listening experiences without which a student's aural comprehension of the spoken language remains incomplete. Foreign language shorts, newsreels and even full length sound pictures constitute additional means of training his ear. To improve their own oral skill, language pupils should have the opportunity of recording and playing back their conversational efforts on phonograph disks or wire recorders. No one who has had the instructive, if disconcerting, experience of listening to a reproduction of his French or German pronunciation will question the pedagogical value of such experiments. As television improves and the number of stations increases, more and more classes might be able to go sightseeing without leaving the school. Television networks could supplement language instruction by bringing the sights and sounds of current events in Europe or South America right into the classroom. For the present, this possibility may still seem remote. Nevertheless, experiments and progress in this direction justify the hope that such equipment someday will be available for instructional use.

In conclusion it should be noted that audio-visual aids at best represent means of teaching, never ends in themselves. Their carefully planned utilization may illuminate, but cannot replace, the learning of essentials. A patent misconception is involved in the teaching practice that confuses instructional devices with course objectives. Among others, it leads students to the deceptive assumption that the enjoyment of mechanical learning aids constitutes the chief purpose of their class attendance. Yet the teaching methods which revolve around the theory of audio-visual aids, when properly understood, are so practical and, when thoughtfully employed, so beneficial to the pupil, that their wider adoption in the teaching of modern languages merits consideration.

WOLFF VON WERNSDORFF

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*No Royal Road to Language Mastery**

IT IS a privilege to be here today in view of my deep interest in language training. Giving some practical meaning to the general theme of this meeting—"The Training of Personnel for Service with the Government"—has been one of my goals for many years. The prominent place assigned to that subject today suggests a far-sightedness and a practicality which can be heartily commended without reflecting on the significance of more erudite scholarship. From my experience as Director of a Service School which must emphasize practical results rather than academic procedures in language training, it is a pleasure to note the contrast between your present realism and the complacency and indifference which generally prevailed in language circles just before World War Two.

The topic designated—"What the Colleges Might Do"—certainly challenges, almost dares, me to speak frankly and constructively. Being here as a Naval officer solely would make it presumptuous of me to take up that challenge. To lessen my presumption, let me draw on some twenty years' experience as a college teacher. Since the establishment of the Navy Language Schools some seven years ago, there has been an opportunity for me to appreciate also the necessity of balancing and combining the practical and the theoretical aspects of language training.

From this background permit me to draw a few generalizations which, to me at least, have become fundamental principles. Of course, any opinions expressed here are my own—in fact, there have seldom been any serious counter-claimants—and concerning the following points my views are inclined to be slightly dogmatic.

(1) American college students, if they are *carefully selected and efficiently instructed*, are as apt in language studies as any students anywhere. If our brighter college students do not acquire a thorough mastery of one or more foreign languages in two or three years of college training, the fault lies with our colleges and not with our students; the interest and ability are there awaiting the essential incentive of thorough and realistic instruction.

(2) There is an inordinate amount of *self-deception, evasiveness and just plain bluffing* in college language teaching and learning. Students and teachers too often concentrate on talking and reading *about* foreign lan-

* The substance of these remarks was presented in a speech before the American Association of Teachers of Slavic and East European Languages, Detroit, Michigan, December 28, 1947. The opinions expressed are those of the author and do not represent necessarily the views of the Department of the Navy. *Editor's note.*

guages, in English, until the foreign language itself is relegated to a side-line of examples to illustrate grammar and idiom. Too many of us are under the impression that knowledge of and ability to make use of a foreign language are unrelated subjects.

(3) There is a lot of arrant nonsense abroad today about the alleged results of brief intensive language courses. My examination of hundreds of graduates of these short miracles, many of them fresh from the miracle, verifies that opinion. The fact is there is *no royal, easy, short, get-rich-quick road to mastery of a foreign tongue*. Both the learning and the teaching are long, hard and exacting processes. Certainly, we in the Navy School claim no short-cut or revolutionary method. Of course, a faltering smattering can be learned quickly, but we have no use for dilettantes or smatterers in this field, just as we have no use for a plane pilot who knows just a "little bit" about flying a plane.

(4) The seeming brevity of intensive courses has merit because such courses enable the student to acquire a language as a tool in a total length of time short enough to obviate his giving up his major field of interest. But *a proper intensive course is not a short course*; it does not cut corners; it covers the whole language as reading, writing and speaking. Moreover, intensive instruction is effective only to the extent that its intensity precludes the student from use of English both inside and outside the classroom—in short, only when it forces him to think in the language by sheer ouster of any other means of communication during his waking hours.

(5) *Courses in linguistic theory* taken prior to practical intensive instruction *do not enhance the student's capacity or ability to master a foreign language*. In fact, our experience (and it comprises over 2,000 students during the past seven years) shows that the student who comes to us well-fed on linguistics, phonetics, philology, morphology and the like has a more difficult time learning a foreign language than his otherwise comparable classmate who starts from scratch. During the critical first weeks, the linguistic theorist holds to the illusion that there must be some way to avoid the long hard grind; he wakes up too late to the fact that there is no royal road. We spend a few weeks "unlearning" such students if they will cooperate, but the attrition is far above the average.

(6) *The best risk for intensive language study is the all-round top-ranking student*, regardless of his major field or previous language studies. In literally scores of cases, Tau Beta Pi engineers who have never had any previous language courses have outrun B— average language majors. A Phi Beta Kappa in economics with no language background is far more preferable, in my opinion, than a C student who has majored in languages. If physical speech defects are discounted, only one student in 500 of the more than 28,000 examined by me had a language "blind spot."

(7) Finally, *mastery* of a foreign language (and mastery is what we are

interested in when it comes to jobs) means to us *the ability to read, write and speak the language with absolute ease* on any subject within the student's competence. This means in fact a near approach to native ability with a higher education literacy. That is the minimum graduation requirement; the top students in a carefully selected group of students should, on graduation, be able to pass as natives.

So much for generalizations. With regard to Slavic languages, our chief interest is in Russian. In our six months' intensive course in that language, we have one full-time teacher for every four students, no class exceeding five students. Students spend six hours a day in class, plus eight hours a day in preparation, plus four hours a week in examinations—a seventy-four hour week. In six months of instruction that means 780 hours in class, 1,040 hours in preparation and 100 hours in examinations, oral and written. In terms of a normal three-hour college course, this is equivalent to eight years in college; or, conversely, one year in college is equivalent to 3.3 weeks with us.

No English whatever is allowed in or out of the classrooms after the first three days of instruction. Reading, writing and speaking are covered simultaneously from the first day. Teachers are rotated weekly; the examinations are prepared by examiners and not by the teachers; the same holds for grading examinations. The oral examinations last three hours and the subject is new, not announced in advance. We use no gadgets, except sound movies in Russian, which come daily after the first month; we use only our own teaching material, except newspapers and periodicals in Russian, which are extra-curricular.

Now, where do the colleges come into this picture? First, let me say frankly that the Navy is operating a language school for the very simple reason that our colleges have not produced and are not producing practical linguists; and other Government agencies are using our school for the same reason. The colleges must recognize that Government needs for Russian linguists cannot, in general be met by students who possess less than a mastery of Russian as it has been defined; we have no jobs for grammarians, philologists or phoneticians, as such. I say "in general" because there are occasions when reading and speaking get different emphases on the job.

Second, students in college courses should be introduced as soon as possible to a real "show-down"—that is, shut off English entirely and allow only Russian to be used in the classroom at least, and outside too, if possible. If both the teacher and the student keep on discussing and explaining in English, the student really never finds out how little he knows. In interviewing college boys, we go through the same series of alibis repeatedly; it goes something like this: "Yes, I studied X-language for three years in college; oh, I learned to read but we never had much conversation; that's right, I can't read much now but I used to be able to; yes, I've forgotten

how to write too, but I know the general structure of the language; well, I don't understand what you are saying, but I think you are asking me how old I am; oh, you wanted to know what time it is—it's two o'clock; no, I don't get anything you are saying, but if I only had a chance to brush up. . . ." To me, that is the "pay-off"—a student with three years of a foreign language just behind him really knows so little that he thinks he needs to "brush up" to understand and answer such questions as: How old are you? What time is it? How long have you studied X-language? And not just X-language.

Third, if conditions do not permit a student really to master the whole language, it is far better to make him fluent with 2,500 common words than merely expose him to a piece of literature which uses 10,000. Our own Book One covers thirty-five lessons in thirty-five working days; its vocabulary consists of 2,500 common words. At the end of Book One—if he survives, that is, after seven weeks of intensified instruction with no previous training—the student has the necessary knowledge of basic grammar and a sufficient vocabulary to carry on a free discussion in Russian on every-day topics. Just a few days ago, in a free period, one of our students delivered an entirely impromptu and spontaneous critique of our School. As a critique it fell flat when one of his classmates interrupted him to point out that he had been talking Russian steadily and without faltering for some twenty minutes after thirty days of instruction with no language background; that student had finished only twenty-five per cent of the course at that point. The teacher had deliberately provoked him into using every word he knew of Russian.

Book One, taught at the college rate of, say, five hours of classwork plus eight hours of preparation per week, would require three college semesters to complete. If such a coverage could be intensified to two, or even one, semester, probably many students, majoring in engineering, anthropology, physics chemistry, economics, government, history and the like, would be willing and anxious to undergo such training in order to acquire a tool for further work in their own fields. Trained economists, engineers and others with that background in Russian would be a distinct asset to our national interest as well as better qualified in their own fields. But they will be interested only if the course is reasonably short, concentrated, practical and adequate to provide a real working knowledge of Russian. It is very likely that we underestimate both the interest and the capacity for hard work of our college students when they are provided with thorough instruction leading to a realistic goal.

Fourth, it seems to me that colleges should give greater recognition to this vast potential of language interest among students who want to learn a language for what the scholar might call ulterior purposes. Such students

want to acquire a practical working knowledge of a foreign language for use in their own disciplines; but even though such a basic working knowledge might be used in a variety of fields, the same basic course could serve for all; for students possessed of a sound basic knowledge will develop their own specialized vocabularies. Frankly, courses in specialized vocabularies are deplorable to me because they are too often based on the assumption that you can study, say, scientific Russian without first mastering Russian. In my opinion this reservoir of interest can be tapped only by removing some wholly superfluous academic obstacles: minimize grammar as such; go all the way: eliminate grammars, too, by relegating grammatical aids to the few notes which are necessary in the lesson; coordinate the simultaneous teaching of reading, writing and speaking by using one set of materials; let the theory come after the practice as a luxury for the potential scholar; and teach Russian in Russian. Above all, avoid the pitfalls of gadgets and magic short-cuts and grandiose concepts. After all, there is no adequate substitute for a native teacher willing and able to talk, criticize, correct, repeat, drill hour after hour; that job is essential and it cannot be done by phonographs, phonetics courses, gadgets or any other *légerdemain*.

Fifth, a sound, basic and practical course in Russian should be a constant whether taught in Vermont or Arizona. If Russian teachers could agree on such a course, or at least on standardized teaching materials, it seems certain that much interest now dissipated by the prospect of a series of theoretical courses would be restored and channeled into productive results. During the last war, we induced many colleges to use the elementary part of our standardized Navy course in Japanese. Eventually, many hundreds of students from those colleges were selected for further training with a high degree of efficiency, for our attrition rate was less than four per cent in a course which covered eighteen years of college work in fourteen months. Surely, if teachers can agree on the basic elements of physics, chemistry and economics, it is possible to agree on a single, best, practical, basic course in a subject as relatively stabilized as the Russian language. If a wide diversity of teacher personalities and a jealous vested interest in textbooks are permitted to befuddle and confuse and retard the subject in the elementary stage, then the professor has become the worst enemy of his subject.

The study of foreign languages in this country would be immeasurably advanced if all foreign language teachers suddenly forgot all their English in the presence of students, if all English were abolished from all teaching materials, including grammars, and if a student who sought to use English on any occasion in a foreign language course were given the same grade he would get if he handed in his English-A theme written in Russian.

One last word. Our colleges and universities cooperated nobly to meet government language needs in the last war. But let not the precedent mis-

lead us as to the future; even though most of that help came *after* December 1941, we still had time and facilities. No one who looks around him today really expects that precedent to be repeated.

A. E. HINDMARSH, *Captain*

*U. S. Navy Intelligence School
Washington 25, D. C.*

APROPÓS

"New ways, new methods, all apparently easy and delightful means of learning a language, are advocated daily, and the seriousness of language study is minimized. Can we expect seriousness of purpose from our students if we do not dare to advocate the study of a foreign language as a serious pursuit demanding their full attention and their earnest application? Can we demand respect for a field whose usefulness and worthiness we hesitate to uphold and to defend? No language can be taught or mastered without the acquisition of exact knowledge. This demands the full exercise of reasoning faculty and imagination, and requires thoroughness and hard mental work." [William F. Amann, "Weak Links in Foreign-Language Teaching," *Journal of Higher Education*, XVIII, 8 (November, 1947), p. 430.]

"Since too often the ear is neglected, it is well to require the student to read *aloud*, especially in the early stages. Hearing a new word is a great help to the fixing of it in memory. Some will protest that this impractical [*sic*] in the college dormitory. Fortunately for us, however, many colleges are built near cemeteries (Middlebury, Cornell, Vassar) and the dead will not object." [Catherine Wolkonsky, "Principles of Russian Teaching," *AATSEEL Bulletin*, V, 1 (September 15, 1947), p. 9.]

La Revista de Estudios Eslavos

From the Director and Editor of *La Revista de Estudios Eslavos* comes an appeal for support from North American slavists. The periodical was founded in an attempt to extend Slavonic studies to Latin American countries. The editor is very anxious to sell several hundred sets of the two numbers of the first volume (1947). The price is \$1.00, which should be sent by International Money Order or Draft only. Send remittances to Boris P. Popovitzky, *La Revista de Estudios Eslavos*, Apartado Postal 2263, México, D. F.

Despised Dictation

A Radio Skit

- S. Why so gloomy, Houseman?
- H. Streetman, I tell you, dictation is the "bunk"!
- S. Now, Houseman! . . .
- H. Honest! . . . I read a passage from Voltaire to my class this morning, and from the results, it might have been Koryak or Hottentot.
- S. Maybe you read it too fast.
- H. No, I read it at a normal rate of delivery.
- S. What do you call a normal rate of delivery?
- H. Well . . .
- S. One hundred words a minute? That's not an unusual maximum for a lecturer.
- H. Oh, no, that's too fast.
- S. Then, maybe, you read it too slowly.
- H. I don't see . . .
- S. You see, oral communication, in many respects, is like a motion picture. And when you reel out a film . . .
- H. Yes, I know; below the sixteen-a-second rate motion is lost.
- S. Yes, instead of seeing the picture with continuous motion in it, all you see is a succession of stills. Well, there is something like that in language. Words in motion, that's really what a sentence—the unit of language—is. But if, through the slowing of motion, the hearer is made aware of the component words at the expense of the total sentence, what do you have left? You might just as well say words with no meaning. Language has faded out.
- H. I had never thought of applying that idea to language.
- S. Now, you see what I am driving at. When you read to your students a piece of connected discourse in a foreign language, the rate of delivery must be very much slower than the hundred words a minute or so of the average lecturer, or any such rate as would make for comprehension; and yet there must be comprehension, or else you have an exercise in phonetics, not a language test.
- H. Well, I'm interested. Preserving motion while arresting it—out-Zenoing Zeno, as it were. How would you go about it, Streetman?
- S. You asked for this, Houseman! Let's assume I have a class of raw beginners and there is no reason why dictation should not be started with them, howsoever little of the foreign language they know. First I tell them to open their books and I read with them the text to be dic-

tated. While doing this I am rather careful, I believe, to point out the relations between the sounds of the language and the combinations of letters that stand for them.

- H. You direct their attention to the mistakes to be avoided.
- S. No, Sir! I don't teach mistakes, nor even by means of them. I direct their attention to the things to do, not to the things not to do.
- H. Pardon me! I know you are not "that kind" of a teacher! But don't you ever dictate to your students a text they have not read before?
- S. I sure do. But even then the student should know what it is all about, and we cannot trust even the verbal context to do that unaided by the "context of situation," the *Aussagegrundlage*, as the Germans put it. So, I tell them in English about it.
- H. Can't you ever dispense with that?
- S. If you do, some students may go, for whatever length of time the dictation will last, without the slightest idea of what you are talking about. All they get is sounds.
- H. But isn't that a good exercise in itself?
- S. Once more, if I may insist, Houseman, dictation is a language, not a phonetics, test. Even if, like some exceptionally gifted and highly trained specialists, your elementary French student were able to record a language he does not understand, what would be, I do not say the linguistic, but the language, value of that to him?
- H. My mistake, I see. Words, let alone sounds, will not give you language unless you put it into them. I thought I knew that.
- S. Think of the drudgery it must be to students to have dictated to them a text of which they neither have, nor can have, the slightest understanding!
- H. That must be why they all hate it so cordially.
- S. Put yourself in their places. Being exposed to language with the language left out of it? As a form of mental brutalization, isn't that sweet?
- H. Just as well be taken to a movie and have the light go out on you, and be told you are seeing a very good film because the apparatus keeps ticking in the dark.
- S. O dictation, how many crimes . . .
- H. Right! What do you do next?
- S. Then, when I have duly explained what it is about, I read the passage in its entirety at what you might call a normal rate of delivery, whatever it is—let's say the rate at which you yourself ought to speak in class. Note, they have not yet started taking the words down.
- H. And then?
- S. Then, at a second reading, I decompose the passage into groups of words with some meaning—breath-meaning groups as we call them—clauses and phrases, you might say. Dictation is now possible. Gen-

erally students are eager to start. The test has no longer any dread for them.

- H. As I see, you begin with the sentence—the unit of language—then pass on to the clause and phrase. Do you ever read words in isolation?
- S. That comes last, and when it comes, the word, I dare say, is no longer the sterile lexicological unit we are presented with in the dictionary . . .
- H. That graveyard of language!
- S. Thanks, Houseman. At that point, the word breathes with the life of the sentence; it is language and not the dead bones of it. Then the student is not likely any longer to confuse *ces hommes* with *ses hommes* or *seize hommes*. He never writes a word except as part of a meaning-generating context. He not only uses his ears, he is given a chance to apply his mind too.
- H. Ha! Ha! Combining semasiology and morphology! Why, we shall soon be speaking of the morphematic approach to the study of language!
- S. Well, if I say so myself, in perhaps less impressive terms, dictation can be turned into a very efficient instrument for the presentation of language in the classroom.
- H. I believe it, Streetman.
- S. You see, by that method, as he takes down a text, the student is almost compelled to go through the same experience as that of the writer who “created” it.
- H. Dynamic dictation, what do you know about that? Good title for a book, Streetman!
- S. Really, Houseman! . . .
- H. I am not joking. Truth is, I am not far from believing, myself, that one could teach grammar by means of dictation alone as you outline it, certainly during the first year.
- S. It could be tried. At any rate it leads rapidly to composition under dictation. But that is another story.
- H. What I like about it is that it does not leave any of the avenues to language untested.
- S. What do you mean by “avenues to language?”
- H. You see, language for us in the classroom is largely an eye and hand affair.
- S. Agreed. And my idea of dictation—as you so obligingly call it—introduces into it the ear and hand relation? That’s what you mean?
- H. Yes, but the vocal organs? I forgot about them.
- S. Let me be sanguine here, Houseman! These too get tested. Remember, even in silent reading, the psychologists tell us, the speech centers in the brain are stimulated so that after a prolonged sitting with a book certain individuals have found themselves hoarse.

- H. True!
- S. The more so in dictation. And, of course, there is no objection to the class's reading in chorus what they have now in black on white under their eyes and making definite language of it. Don't forget a few solos, if time allows.
- H. As I see, the totality of language is what dictation gives you.
- S. Yes, and that's why it should not be abused. A hard test on the student it is, perhaps the hardest I know. He is kept on his mettle all the time it lasts. Fatigue may easily set in.
- H. How many lines would you say one should dictate at a stretch?
- S. Ten printed lines at the most; make it six and it will be better. It may take you ten minutes to dictate safely these six lines. That's about all even the superior individual can stand.
- H. Well, Streetman, you must like dictation!
- S. I certainly deplore that so little is made of it in the classroom. But I did not think much of it myself; in fact, like you, I used to think it was the "bunk" until . . .
- H. I am a convinced man, Streetman—converted, I should say. So long. I must see the dean.

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PERSONALIA

Personalía items will appear in the October and November numbers of the *Journal*. Material received before August 10 will be published in October; the dead-line for November is September 10. Only items concerning those of professorial rank can be used because of lack of space. Questionnaires will be mailed to schools, but in case of oversight do not hesitate to send material directly to: Professor Wm. Marion Miller, Miami University, Oxford, Ohio.

WORKSHOP AND CONFERENCE

The second annual modern language workshop and conference will be sponsored by the Institute of Latin American Studies of Mississippi Southern College in Hattiesburg, June 10-12. Papers on the general theme, "The Role of Foreign Language Study in Developing International Understanding and World Peace," are invited.

How Much Grammatical Terminology Should They Know?

WHAT knowledge of grammatical terminology do beginning French textbooks assume on the part of students? What amount of this terminology will the beginner in French probably have encountered in texts used in English classes? How much will be entirely new? How do French and English textbooks compare in the amount of terminology used?

The answers to these questions are based upon data obtained from a careful examination of textbooks used in eight of the largest school systems of the United States: Baltimore, Boston, Chicago, Detroit, Los Angeles, Milwaukee, New York and San Francisco. Five grammar textbooks for ninth-grade beginning French and five for eighth-grade English were checked closely for the grammatical terminology and the findings tabulated on a master chart.¹ Of the 453 different terms which were used in the ten textbooks taken together, 320 appeared in the French books and 230 in the English. Ninety-nine of these were identical in both French and English. Most frequently the French books, taken individually, had higher totals—189 and 112 being the highest and lowest numbers respectively for the French and 154 and 85 for the English. The arithmetic means for the French and English texts show that the French books average 154 terms a book, while the English average 119.

Considerable evidence in the English texts appears to reveal a trend toward reducing the amount of grammatical terminology, but the French texts as yet show no indications of an effort to limit the number of terms presented. Despite the varying amounts of terminology in each, the English texts claim in the introductions to be presenting "a minimum of grammar" which is "functional." The French texts make no such assertions. However, all insist that the explanations of grammatical principles are given in "simple form," although it seems that these explanations could be even simpler. For instance, one French text introduces the past indefinite as a term in the following manner: "Past indefinite (perfect) or compound tense."

Although the French texts average 154 terms per book and the English 119, an average of sixty-eight of these terms are identical in both languages. Therefore, the student beginning the study of French will probably have en-

¹ Giraudo, Mary, "Relationship between Grammatical Terminology in Eighth-grade English and Ninth-grade Beginning French." Master's Thesis, Stanford University, 1947, pp. 39-56.

countered in previous English classes sixty-eight of the 154 terms to be learned for the foreign language, while eighty-six will be entirely new to him. Grammatical terms that occur in three or more of the five French texts, and hence appear to be important to the study of beginning French, amount to 127. Sixty-nine of these occur also in the English books, while the remaining fifty-eight do not.

Comparisons with previous works on similar topics served to substantiate the findings of the present study. Kaulfers² analysis of eight widely used Spanish grammars called attention to the great amount of terminology to be learned in a foreign language: 266 grammatical terms with a total frequency of 49,760. Yaller's study³ to determine the causes of failure in foreign language revealed that both students and teachers considered a knowledge of the grammatical terminology used in English helpful in learning a foreign language. Attempting to determine the relationship between proficiency in foreign language and a knowledge of English grammar, W. Shaffer Jack⁴ reported on tests given freshmen entering college foreign language. He found that there was a definite relation between scores made in the foreign language and in English, and that English terminology and its grammar were unfamiliar to a great number of foreign language students. Maurice Garland⁵ in his thesis for a master's degree showed that the fifty-five terms which foreign language teachers considered of prime importance were also rated highly by the English teachers participating in Rivlin's study.⁶ One of Garland's suggestions for learning the grammatical terms essential for the study of a foreign language was a period for this in the last English class.

Several recommendations were made in these studies for the teaching of grammar for foreign language study. One of those most often suggested was that students enroll in pre-language courses which would prepare them in the grammatical terminology necessary for the foreign language they were planning to take. However, the danger exists that such a course might discourage students, overcome by the great amount of grammatical terms, from entering the subsequent foreign language class. A handbook of grammatical terminology for student reference (another suggestion) would probably not be used by students of their own accord, and the terms therein

² Kaulfers, W. V., "The Grammatical Difficulty of Beginning Spanish Grammars," *Modern Language Forum*, XV (April 1931), pp. 43-45.

³ Yaller, Ray, "A Survey of the Causes of Student Failure in Language Study," *High Points*, XX (June 1938), pp. 12-23.

⁴ Jack, W. S., "Modern Language Student versus English Grammar," *Modern Language Journal*, XIV (November 1929), pp. 95-102.

⁵ Garland, M., "The English Grammar Necessary for the Study of a Foreign Language." Master's Thesis, College of the City of New York, 1934.

⁶ Rivlin, Harry, *Functional Grammar*. No. 435, Teachers' College, Columbia University, New York City, 1930.

might still need clarification for the students. The recommendation that the teacher explain the terms in the foreign language class would prove unsatisfactory because such a procedure consumes too much of the time which should be spent on learning the language itself. English teachers object to giving students terminology in their classes which would be useful only in a foreign language, for such grammatical terms would obviously contribute little to English.⁷

Perhaps the most satisfactory solution would be to lessen the terminology used in learning foreign languages. Avoidance of the use of grammatical terminology wherever possible in the explanation of new principles would make comprehension much simpler for students. Subsequent practice in using the grammatical principles in meaningful exercises should strengthen their conception of them. After the students show a complete understanding of the principles, such basic terms as "personal pronoun" and "comparative degree" might be attached as names for identification purposes, whereas other less important terms need not be mentioned at all. For purposes of conversation and writing, some expressions which involve difficult grammatical principles could be taught the beginning student as idiomatic vocabulary. Kaulfers⁸ employs these procedures in his Spanish grammar, *Guta al español*. The following quotation explaining the possible translations of *whose* into Spanish should serve as an illustration. Note how the author uses the phrase "person, place, or thing" rather than the term "noun" and avoids the terms "antecedent" and "modify."

Cuyo (whose, of which)

When the word *whose* refers back to some person, place, or thing mentioned earlier in the same sentence, it is usually translated into Spanish by *cuyo(s)* or *cuya(s)* depending upon the word that comes right after *whose*. For example:

- (a) Two gentlemen phoned, *whose names* I don't recall.
Telefonaron dos señores, *cuyos nombres* no recuerdo.
- (b) Is he the *movie actor whose picture* you showed me?
¿Es él el cineactor *cuya fotografía* Ud. me mostró?

De quién(es) (whose) in questions

Except when the word *whose* refers back to some person, place, or thing mentioned earlier in the same sentence or question, it is usually translated into Spanish by *de quién(es)*: *of whom*. Since *de quién(es)* really means *of whom*, the order of the words which follow this expression is different in Spanish.

- (1) Instead of "Do you know *whose* it is?" the word order in Spanish is "Do you know *of whom* it is?": "¿Sabe Ud. *de quién* es?"
- (2) If the thing(s) referred to belong(s) to more than one person, or to different people, *whose (of whom)* is *de quiénes*:

⁷ *Ibid.*

⁸ Kaulfers, W. V., *Guta al español*. Henry Holt and Company, San Francisco, 1947, pp. 231-233. By permission.

"Whose are they?" (*Of whom are they?*) "*¿De quiénes son?*"

In order to acquaint students with some irregular verbs, the author gives them the opportunity of using these verbs in vocabulary practices. On pages 431 and 432 of the same book he lists some irregular verbs in their infinitive forms used in phrases:

<i>Abrir la ventena</i>	<i>To open the window</i>
<i>Absorber mucha información</i>	<i>To absorb much information</i>
<i>Andar despacio</i>	<i>To walk slowly</i>

On page 435 he lists sentence fragments and suggests that students complete them with the help of the phrases on the preceding pages:

1. ¡Ojalá que yo pudiera x !	How I wish I could x !
2. Todavía tengo que x .	I still have to x .
3. Yo debiera x .	I ought to x .

The student is warned, however, to be sure that the sentence makes sense.

In *Modern Languages for Modern Schools*, Kaulfers⁹ advocates the use of "instrumental grammar"—the association of "the grammatical label with the language elements for which it stands, not through formal definition and illustration, but through collateral use." Instead of stating, "The masculine singular definite article contracts with prepositions *de* and *a* to form *del* and *al* respectively," Kaulfers suggests saying, "*de* and *el* contract to form *del*, and *a* and *el* contract into *al*." Referring to this grammatical principle, he continues:

In such cases as the foregoing, where the phenomenon is not generic but specialized, the use of grammatical terminology is superfluous. Only in generalized cases, where the principle governs a variety of situations, is its use likely to be convenient for purposes of short-cutting the process of reference and identification. For example, "The definite article is used in Spanish before titles except in direct address." Even here, however, the use of grammatical terms is hardly necessary, e.g., "Before titles such as *señor*, *doctor*, and *profesor* the words (definite article) *el*, *la*, *los*, or *las* are always used except in speaking directly to the people named." There are relatively few situations, indeed, in which any really necessary grammatical terminology cannot be learned incidentally in one or more of the following ways:

1. *Through illustrative definition*, e.g., the possessive adjectives (*my*, *his*, *her*, *us*, *your*, *their*, etc.) must. . . .

2. *Through parenthetical identification with the referents*, e.g., the German words (possessive adjectives) for *my*, *his*, *her*, *your*, *their*, *our*, must. . . .

Explanations of this kind are somewhat longer, but the sacrifice in brevity of wording is small compared with the saving of time in teaching and learning, and the elimination of unnecessary mental hazards. The explanations in many textbooks are

⁹ Kaulfers, W. V., *Modern Languages for Modern Schools*. McGraw-Hill, New York, 1942, pp. 81, 83-84. By permission.

useless to students because the language of the explanations is difficult to translate into operational terms.

Later in the same chapter, the author describes and illustrates the principle of "contextual learning."

The use of the question-and-answer type of conjugation described in a preceding connection provides one of several practical means of introducing and learning grammatical elements in context, and for rehearsing them in a manner more nearly identical with normal communication in daily life than is permitted by the vertical format of the conventional verb paradigm. For example, after the pupils have learned the foreign verb for *to have*, this verb can be reviewed or rehearsed in different tenses with the addition of possessives, later of disjunctive pronouns, etc., in cumulative terms.

Tener: to have

¿No tiene Ud. <i>su(s)</i> libro(s)?	Haven't you your books?
—(yo) no tengo <i>mi(s)</i> libro(s).	I haven't my books.
¿No tienen Uds. <i>su(s)</i> libro(s)?	Haven't you your book(s)?
—(Nosotros) no tenemos <i>nuestro(s)</i> libro(s).	We haven't our books.

The principle of agreement in gender and number which is illustrated in the foregoing exercises can be further reinforced through oral and written practice in substituting feminine words for *libro(s)*, e.g., *llaves*, and making the necessary changes in the possessives: *nuestra(s)* instead of *nuestro(s)*. Note that the principle of agreement is derived from practice in using it. No mention whatsoever is made of grammatical nomenclature until after the pupils have learned to use the possessive adjectives as inflected vocabulary in imitation of the model. After the exercise has been read by the pupils, the teacher may facilitate comprehension by asking a few leading questions, such as,

1. Can you find the Spanish in the exercise for *your books? your book?*
2. How, then, would you say *your pencil (lápiz)? your pencils (lápices)?*
3. Can you find the Spanish for *our books? our book?*
4. What would be the Spanish for *our car (automóvil)?*
5. When we use a feminine word such as *llaves (keys)*, *nuestro(s)* must change to *nuestra(s)*. How, then, would one say *our aunts (tías)? our aunt?*
6. How can you tell when we add *-s* to the Spanish words for *your, my, our*, etc.? When we use *nuestra(s)* for *nuestro(s)*?
7. The words *my, your, our*, etc., are called *possessive adjectives*. Pick out the possessive adjectives in the exercise.

In another of his works, Kaulfers¹⁰ illustrates this technique of teaching grammar in explaining the use of the negative in English:

¹⁰ Kaulfers, W. V., *Four Studies in Teaching Grammar from the Socio-psychological Viewpoint*. Stanford University, 1945, pp. 14 and 15.

Negatives vs. Positives

After	not (n't)	we generally say	anything
	never		anybody
	nobody		anyhow
	hardly		anyway
	no(ne)		anywhere
	nothing		ever

And for the use of correct parts of verbs, the author has a similar chart:

After	have	we use (the past participle)	sung	Otherwise we generally use (the past tense) instead	sang
	has		seen		saw
	had		run		ran
	having		taken		took
	is		done		did
	are		swum		swam
	were		written		wrote
	was		gone		went
	be		come		came
	being				
	been				

Objectives in the learning of a foreign language are mainly to know how to understand, speak, read and write the language. An average of 154 terms to be learned in beginning French would consume much of the time that could be devoted to achieving the main objectives. Surely knowing grammatical nomenclature is not synonymous with facility in understanding, speaking, writing and reading a language. Nor does the knowledge of grammar principles necessarily help the student to speak more fluently. Since it is through continued practice that the student actually learns to understand, speak, write and read the foreign language, it would seem advisable to devote more class time to such practice and to avoid time-consuming mastery of non-essential grammatical terms. This suggestion seems to be in complete accord with the latest recommendations of national reports in the following excerpts:

Study of grammar only when it can be made to throw light on the workings of language and provide a convenient vocabulary for analysis of structural weaknesses in speech and writing.¹¹

Grammatical science has too often been expected to do what no scientific knowledge is capable of doing. It will not take the place of continued practice. . . .¹²

¹¹ Report of Harvard Committee. *General Education in a Free Society*, Harvard University, 1945, p. 112.

¹² Commission on Trends in Education. *The English Language in American Education*, Modern Language Association of America, New York, 1945, 32 pp.

... certain types of teaching materials, at present not generally available, are needed. These include . . . elementary grammars which avoid technical terms, place less emphasis on translation, and present graded structural material keyed to drill work in conversation.¹³

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¹³ ———. *A Survey of Language Classes in the Army Specialized Training Program*, Modern Language Association of America, New York, 1944, p. 29.

INTERNATIONAL STUDENT EXCHANGES

The Annual Conference on International Student Exchanges will be held May 10, 11 and 12 at the University of Michigan under the chairmanship of Laurence Duggan, Director of the Institute of International Education. Over three hundred persons, representing colleges and universities, government agencies and private organization. interested in this work, are expected to attend. The conference has as its purpose the development of an effective international cultural relations program, particularly through student exchanges. Plans for organization of a national association of foreign student advisors will be completed this year.

INTERNATIONAL SUMMER COURSES—GERMANY

University officials of Munich, Marburg and Heidelberg and the Education and Cultural Relations Division of American Military Government are cooperating in offering international holiday courses, July 24–August 13. The general topic, "Man in the World Today," will be developed through lectures, work and discussion groups and field trips into urban and rural areas of interest. Tuition fees are to be waived, and the cost for the three-week course, excluding transportation, is estimated at sixty dollars. Students who have a working knowledge of German and who are interested in applying for enrollment should write to: Cultural Exchange Branch, Education and Cultural Relations Division, Office of Military Government for Germany (U.S.), APO 742, c/o Postmaster, New York.

Post-War Language Teaching In California Colleges

AN INQUIRY addressed to the universities and four-year colleges of the State in October, 1947, yielded returns from the foreign language departments of the University of California, Stanford University, University of Redlands, Occidental College, Mills College, Chico State College, Fresno State College and San Diego State College.¹ Since these institutions enroll the large majority of four-year college students in California, the findings can be regarded as representative of foreign language teaching in the State's institutions of higher learning. The post-war status of the foreign languages in the degree-granting institutions of the State is revealed by the replies to the following nine topics of inquiry:

(1) *Post-war changes in foreign language requirements for the A.B. degree.*

OCCIDENTAL COLLEGE: "All students are required to have the proficiency which is measured by the completion of one year of college work directed towards speaking or reading a language."

MILLS COLLEGE: "... either two years of study, or passing a qualifying examination at the two-year college proficiency level."

CHICO STATE COLLEGE: "Five departments require French or German; one, German, and two others recommend a language."

SAN DIEGO STATE COLLEGE "... about four years ago ... the State Department of Education passed a regulation forbidding any State College in California from requiring more than 10 units of work in foreign language for the A.B. degree. That ruling reduced our foreign language requirement from 15 to 10 units, a requirement which may be satisfied either in H. S. or in college."

Chico State College, Stanford University and the University of California reported no post-war change in foreign language requirements for the A.B.

(2) *Post-war changes in admission requirements.*

MILLS COLLEGE "No previous language study is required for admission to undergraduate study at the College. . . ."

SAN DIEGO STATE COLLEGE: There is no requirement of foreign language work for admission. . . ."

¹ The consulting services of the following are acknowledged with sincere appreciation: Professors Clair H. Bell, University of California; Guy B. Colburn, Fresno State College; Robert E. Fitch, Occidental College; Louis Monguio, Mills College; B. Q. Morgan, Stanford University; Walter T. Phillips, San Diego State College; Eva R. Price, University of Redlands; Mary E. Williams, Chico State College.

The remaining replies indicated no post-war changes in this respect. In general, the national trend toward a reduction in foreign language requirements for admission is confirmed by the returns for California. In 1937 nearly fifty per cent of the nation's largest colleges and universities required foreign languages for entrance, while by 1942, the national average had dropped to thirteen per cent for state-supported institutions and to twenty-eight per cent for public and private colleges taken as a whole.² *The commonly voiced complaint that college entrance requirements prevent changes in high school foreign language curricula is no longer warranted by the facts.*

(3) *Introduction of languages not previously taught.*

UNIVERSITY OF CALIFORNIA: "A greater emphasis on oriental languages remains. Scandinavian has been added; this had long been proposed, and can hardly be considered as a war outcome."

FRESNO STATE COLLEGE: "We offered Portuguese for four or five years; it was elected by a mere handful of students, and this year it is not being given."

OCCIDENTAL COLLEGE: "There is a much greater interest in the Russian language. We are now teaching first and second year of Russian for undergraduates."

MILLS COLLEGE: "Since the war only Chinese has been added to our curriculum. . . . our previous offering of Greek, Latin, Spanish, French, Italian, and German has been maintained."

UNIVERSITY OF REDLANDS: "We have been teaching New Testament Greek for the last three years for the benefit of preministerial students and others preparing for religious work. There is some agitation for the reintroduction of Latin. . . . We are enlarging the work offered to music students. Hitherto, they have taken brief courses in pronunciation of French, German, Spanish, and Italian. Now they must take at least one semester each of the regular elementary courses, the instructors of which are pledged to give due attention to pronunciation."

SAN DIEGO STATE COLLEGE: "This year we have begun to offer Latin . . . Italian was tried just before our entry into the war, but was discontinued because of small enrollments."

STANFORD UNIVERSITY: "Stanford is now giving instruction in Japanese and Portuguese. New since the war."

The remaining replies indicated no addition of languages beyond those already taught before the war. Chico State College, however, reported the reintroduction of German after a lapse of several years.

(4) *Introduction of courses not previously taught.*

UNIVERSITY OF CALIFORNIA: "That we should be giving 30 sections of German 1 against 12 sections a year earlier reflects a huge increase of interest in German that clearly stems from the war."

² Gladfelter, Millard E., "Status and Trends of College-Entrance Requirements," *The School Review*, XLV (December, 1937), pp. 737-749.

Gossman, Juanita, "Foreign Language Requirements in 100 Colleges: 1942," *School and Society*, 58, 1492 (July 31, 1943), pp. 78-79.

MILLS COLLEGE: "French diction . . . more courses in French conversation . . . two one-year courses in Latin-American literature . . . The renewed influx of students from abroad has made necessary the addition . . . of a course in English for foreign students or English as a foreign language."

SAN DIEGO STATE COLLEGE: "We now offer a course in Spanish Commercial Correspondence on the intermediate level. . . . We also began this year a special first-year course in 'Spanish for Elementary School Teachers,' a one-semester five-unit course to prepare elementary-school teachers in a very rudimentary way for helping their children with their Spanish in between the visits of the regular Spanish teacher."

FRESNO STATE COLLEGE: "In the summer session [Fresno State College] gave an intensive course for beginners, six units in six weeks. The students concentrated all their work on elementary Spanish, five or six hours a day."

UNIVERSITY OF REDLANDS: "Professor Becker of the History Department has begun a new course in Latin American Civilization which we hope will supplement the course given in the Romance Language Department in Spanish American Literature. The Social Science Division has arranged among other groups of courses one called the Latin American Sphere. . . ."

The remaining replies indicated no changes in the way of new courses except as noted in paragraph three above.

(5) *Post-war changes in relative emphasis on speaking, reading, writing.*

OCCIDENTAL COLLEGE: "Perhaps the most important development is the retooling of all our introductory courses in the languages so we direct them either towards skill in reading or towards skill in speaking the language. This means that formal grammatical studies come in the second year. This program seems to have revitalized student interest in languages."

UNIVERSITY OF CALIFORNIA: "None. Greater speaking ability can of course be obtained as was well demonstrated by the A.S.T.P. courses; but that attainment is at the cost of other values."

MILLS COLLEGE: "We had an old tradition in developing speaking fluency. . . . In the Summer Session both our *Casa Panamericana* and our *Maison Française* place special emphasis on the speaking ability through making Spanish, Portuguese, or French, compulsory in all academic and social activities of the two residences."

STANFORD UNIVERSITY: "French reports increased emphasis on aural-oral instructions, and Spanish gives more upper division courses in the Spanish language."

The remaining replies indicated that while the chief emphasis is still on reading, much greater attention is given to speaking and comprehension of the spoken language than before the war. In their renewed emphasis on the aural-oral objectives, California colleges are conforming to the national trend as documented by the recommendations of the Commission on Trends in Education of the Modern Language Association of America.³

³ *A Survey of Language Classes in the Army Specialized Training Program*. The Modern Language Association of America, 100 Washington Square, New York, 1944, pp. 34.

(6) *Post-war changes in methodology.*

UNIVERSITY OF CALIFORNIA: "The A.S.T.P. intensive courses have left no permanent mark."

MILLS COLLEGE: "... we rely, as Mills always did, on the advantages of small classes, personal conferences, etc."

UNIVERSITY OF REDLANDS: "The chief advance in methods has been made in the Lower Division classes in Spanish where one day a week is given to study and practice based on a language record. We use two sets [of records] . . ."

CHICO STATE COLLEGE: "... using a modified Army method in combination with reading method . . . working toward laboratory periods and intensive, small group training."

FRESNO STATE COLLEGE: "We find that [an intensive] course, based largely on the Treviño recordings, is practical, but only if it is confined to gifted students who are in dead earnest and do not get tired out by the drill."

OCCIDENTAL COLLEGE: "... formal grammatical studies come in the second year."

Except as noted in paragraphs five and seven, the remaining replies indicated no significant changes in foreign language methodology at the college level.

(7) *Use of audio-visual aids:* Although the returns indicated varying degrees of enthusiasm for the use of recordings and sound films, interest in their use is sufficiently widespread to be considered as significant a trend as that observed in other areas of the curriculum.

(8) *Placement of high school transfers, veterans and the like.*

MILLS COLLEGE: "Every entering or transfer student who has had previous instruction in a foreign language must take . . . a placement test. . . . According to the results of the test the student is placed in the appropriate level course."

SAN DIEGO STATE COLLEGE: "Our main problem of transfer from high school and placement of veterans is the problem of forgetting due to the interval of time between their earlier language work and their college work. We evaluate high school work at three units per year, and use this evaluation as the basis for placement in college. However, if two years or more have elapsed between high school and college work, we allow students to disregard one year of their high school work and to repeat in college to that extent."

UNIVERSITY OF REDLANDS: "Returning veterans have been placed in classes for which their previous work prepared them. Most of them, after some time of feeling handicapped, have made good. A few who had opportunities for use of their languages while in service have returned much improved in ability to speak them."

OCCIDENTAL COLLEGE: "The College gives placement and proficiency tests to students of the modern languages."

STANFORD UNIVERSITY: "Stanford is working towards the equation of one year foreign languages in high school with one Stanford quarter. Special consideration is given to returned veterans."

The remaining replies mentioned no significant departures from prewar practice. Although the use of placement tests is common in private colleges,

the publicly supported institutions of the State do not seem to have caught up with the significant trend reported by Cheydleur in 1943 for 133 of the nation's colleges and universities.⁴

(9) *Use of aural-oral achievement tests.*

CHICO STATE COLLEGE: "We are planning to use these, at least in French."

FRESNO STATE COLLEGE: "we . . . have a dictation question in each important test."

SAN DIEGO STATE COLLEGE: "... a five minute interview with a prospective student . . . is sufficient for placement purposes. Grading of our own students in the oral aspects of their work is purely subjective, but . . . quite satisfactory."

The replies indicated no widespread use of aural-oral tests as yet owing to the lack of suitable marketed editions. This difficulty will undoubtedly be overcome with the publication of aural comprehension tests and oral fluency scales now being devised for use in college modern language courses.⁵

In general, the foreign language curriculum in California colleges and universities shows many significant local developments, but few that are sufficiently widespread to be indicative as yet of statewide movements. Greater use of audio-visual aids and placement tests and increased emphasis on the aural-oral objectives are the only developments sufficiently general to deserve classification as post-war trends. In these respects the State's colleges and universities are abreast of national trends along similar lines as documented in the footnotes to preceding paragraphs. The significance of these developments for junior and senior high school foreign language programs should not be overlooked. The traditional contention that high school language courses cannot change because of the limiting effect of college entrance requirements, or formal methods used in colleges, no longer has sufficient support in fact⁶ to serve as a valid argument against the introduction of life-centered content, methods, textbooks and activities at any level of public or private schooling.

WALTER V. KAULFERS

Stanford University

⁴ Cheydleur, Frederic D., *Placement Tests in Foreign Languages at the University of Wisconsin*. Bureau of Guidance and Record of the University of Wisconsin, 1943, p. 39.

⁵ For example, the college tests now in process of construction under the auspices of the University of Chicago Language Investigation: Commission on Implications of Armed Services Educational Programs. *Language and Area Studies in the Armed Services—Their Future Significance*. American Council on Education, Washington, D. C. 1947, pp. 145-147. For junior and senior high school Spanish, published tests of aural comprehension, oral fluency, reading, vocabulary, usage and cultural background are already available. See *Kaulfers Performance Tests in Spanish*, Henry Holt and Company, New York, 1948.

⁶ Kaulfers, Walter V., *Modern Spanish Teaching*. Henry Holt and Company, New York, 1947, pp. 35-41.

*Phonetics in Beginning Language Study**

THE practical aim of phonetics in beginning language study is to develop correct speech habits from the start. In the manner of doing it, there are two schools, both with merits, both capable of producing good results.

One school places phonetics *before imitation*, as a preparation for it, with the hope that imitation, when it starts, will gain from the fact that the student is better able to understand the physiological guidance of his teacher. It might deserve the name of ABSTRACT SCHOOL since it is bound to teach phonetics as an abstraction. With this school, preceding the teaching of any material of the new language, the main ground of a senior course in phonetics is briefly covered; it includes: phonetic transcription, the anatomy and the physiology of articulation, vowels, consonants, stress, pitch, rhythm, juncture and any other outstanding feature of a given language, with constant comparison with corresponding features in English. (A very effective manner of linking the various French articulations in such a program was presented by E. F. Haden in the *French Review* of December, 1946.)

The other school places phonetics *with and after imitation*. We might call it the CONCRETE SCHOOL since it teaches phonetics to the beginner *in* the material of the course, and not *before*. According to this school, no explanation of a phonetic feature may precede its mastery. Phonetics must be one with the material used; it must be built into the material—better, the material must be constructed around it: every word, every sentence, must be chosen with a view to imparting one or more points of the beginning program of phonetics. For the first weeks—and until the phonetic program is finished—all the material taught must have a phonetic purpose rather than a vocabulary or a grammatical one. Through ingeniously selected and organized material, all the main phonetic principles of a language can thus be mastered.

But the student need not be told what phonetic principles he is practicing. In fact, the practical results are better if he does not know *about* them until he *knows* them—that is, until he has mastered them. Then, when the explanation is given to him, it is not so much for a practical purpose as for a cultural one.

* This is a paper presented at the Modern Language Association meeting in Detroit, December 30, 1947. *Editor's note.*

Here are eight features that may characterize the method of this CONCRETE SCHOOL:

(1) Its material must be highly concentrated, for the acquisition of speech habits requires very abundant repetition of a limited number of phrases; and quality essentially prevails over quantity at this first stage of learning.

(2) It will do away with listing the sounds of the given language, at the beginning, before any of the language is known. Only later, and largely for cultural reasons, it may abstract this list of sounds from known material.

(3) It will eliminate the use of "English equivalents" since it proceeds directly from sentences of the language to be learned. (As we know, English "equivalents" never are really equivalent to any foreign language sounds; and the closer they come to being equivalent, the more confusion they cause since a narrow modification is more troublesome to master than a wide one.)

(4) It will avoid reading, writing and all visual images of the sounds and words—even phonetic symbols—for as long a beginning period as possible and will depend on their oral reality. This can create in the student the priceless habit of associating the sound of a word directly with its meaning without the intermediary step of the visual image. It is especially important in a language like French (where spelling is far from logical or simple), but it is important also with any language, even one with phonetic spelling. For any spelling forms a habit of interposing a visual image between sound and meaning (and that has a retarding effect in the process of learning to speak; it is even fatal with some students).

(5) Teaching phonetics without phonetic symbols may appear paradoxical at first blush. (There are people who still confuse "phonetics" with "phonetic notation.") Yet the method of the Concrete School will not need to use phonetic symbols at the beginning since it possesses a better way to present the phonetic reality of words—in fact, the only perfect way: the oral way. All that phonetic symbols can do is represent this oral reality better than ordinary spelling does.

(6) The Concrete School method will provide a very efficient manner of teaching spelling. The students will study it from the words and sentences which they have already mastered and whose pronunciation they know. Thus they will proceed in the natural order: from the word to a consideration of its spelling abstraction, not from an abstraction (the spelling) to the thing itself (the word). Practically, a key word for each spelling concept will be drawn from their stock of known words.

(7) It provides a short-cut to acquiring habits that correspond to those of a native. I particularly have in mind the French unstable *a* which, when starting from written words, a student learns to write, then learns *not* to pronounce, some of the time. With the Concrete School method, a student is likely to acquire articulatory habits of dropping it after one consonant,

and of pronouncing it after two, before he even knows how to spell this sound.

(8) The concrete method makes it possible to grade the phonetic difficulties of a given language, and to present them slowly, in an appropriate order so that some of them may be mastered before others are introduced.

In French, for instance, in a three week introductory program of phonetics, it is advisable to present only the unrounded vowels the first week (i, e, ε, a), to add the rounded vowels the second week (u, o, ɔ, y, ø, œ), and the nasals the third week (ā, ō, ē, ā); also, it is good to wait until the second week for R, and until the third week for ʁ, since y comes only in the second week. How can this grading be done concretely? By careful selection of the material. Composing sentences that include only three or four different vowels is not impossible.

Now, whatever the school and the method, the essential phonetic features are the same. These features apply either to *sound segments* (vowels and consonants) or to *covering patterns* (stress, rhythm, intonation and juncture). Naturally, they are comparative since they depend on the differences between the language that is being taught and the language the student speaks. (When an American learns Spanish, he needs to eliminate aspiration in stop consonants, but when a Frenchman learns Spanish, this is not necessary.)

Let us take again the example of an American learning French. Basically from the *corrective* viewpoint, he will have to acquire three fundamental habits of articulation: the habit of *tensing* (to correct the English habit of relaxing the muscles of articulation); the habit of *fronting* (to correct the English habit of backing or centering the place of resonance, mostly through tongue and lip positions); the habit of *increasing* (to correct the English habit of placing greater effort at the beginning of the sound than at the end).

Specifically, he will have to master:

FOR VOWELS:

Lip rounding.

Tongue arching.

No diphthongizing, especially for stressed e and o.

The law of three consonants applied to the fall and maintenance of unstable ə.

The law of three consonants applied to the consonantization of the close vowels, i, y, u, to give, j, ɥ, w.

The law of position applied to the opening and closing of the pairs, ε-e, œ-ø, ɔ-o.

FOR CONSONANTS:

Dentalizing of alveolars: t, d, n, l, s, z.

No aspirating of voiceless stops and fricatives.

Earlier voicing of voiced stops and fricatives.

Quicker, sharper transition movements to avoid affrication and vocalization.

Better grouping of the consonants in clusters.

Proper release of final consonants.

The sound of R as a key to tongue arching.

FOR JUNCTURE:

Open syllabication (that is, less consonant anticipation in the transitions vowel—consonant, and more vowel anticipation in the transitions consonant—vowel), especially when a nasal vowel or a nasal consonant is involved.

Liaison occurrence. (Although this is really morphology, what concerns phonetics is *how* to link—open syllabication, above—more than *when* to link.)

FOR ACCENT:

Its place (on the last syllable of a group).

Its nature (double duration, but no increase in intensity).

Independence of duration from intensity.

Emphatic accent: its place (first syllable beginning with a consonant); its nature (an increase in intensity).

FOR RHYTHM:

Equal distribution of intensity on all syllables.

FOR INTONATION:

Prevalence of rising intonations.

Rising, falling and rising-falling intonation patterns. (The practice of intonation is suited to the use of echelon patterns: building up statements by successive additions.)

Independence of high pitch from intensity (learning to raise the pitch of inside syllables without increasing their intensity).

To end up, a question. What should be taught first, the sound segments or the covering patterns? The answer is: the covering patterns. And on this point, let us quote Charles C. Fries:

"In the matter of the sound segments, the production of the precise phonetic qualities of each sound is, in the first stage of learning the language, probably of less importance than the receptive and productive mastering of the patterning of the significant or distinctive sound features. . . ."¹

The method of the Concrete School lends itself to this especially well. It permits one to concentrate on the covering patterns while using sentences that include only three or four of the easiest vowels (for instance, sentences with i, ε, a, in any position, and e in unstressed position only). Thus, the sound difficulties are practically eliminated and the efforts can bear entirely

¹ *Teaching and Learning English as a Foreign Language*, Ann Arbor, 1945, p. 24.

on each of the successive covering patterns. In this manner, no bad habits of covering patterns are developed while the sounds are being studied.

Summary. We have presented the methods of two schools, calling one *abstract* because it first teaches phonetics as such, and the other *concrete* because it first teaches phonetics in the material itself; and we have emphasized the characteristics of the latter school. Then, taking French as an example, we have listed the phonetic features that are essential in a beginning course. We advocate teaching the phonetics of covering patterns before that of sound features.

PIERRE DELATRE

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ATOMIC ENERGY, THE UNIVERSITY AND IMAGINATION

"Atomic-energy education is by no means only the business of teachers in the natural sciences. It also concerns all the social sciences, English, and the humanities in general. Indeed the whole range and scope of teaching is involved. The consequences of atomic energy is a spectrum as broad as the spectrum of human activities itself, and therefore as broad as teaching itself." [David E. Lilienthal, "Democracy and the Atom," *NEA Journal* XXXVII, 2 (February, 1948), p. 80.]

"... the university must be closely interwoven in all the affairs of the state, an active participant and leader in everything that makes for a higher standard of living and culture for the people of the state. This civilization is uniquely dependent on knowledge. Take away modern medicine, the engineering sciences, the scientific knowledge of agriculture, and our economy would quickly decline. Without well-trained lawyers and teachers, without a citizenry educated in the arts and sciences, we should soon lapse into barbarism." [Lewis Webster Jones, "The Responsibility of the State University," *Journal of Higher Education*, XVIII, 8 (November, 1947), p. 402.]

"There can be no argument concerning the necessity of training multitudes of scientists, engineers, technicians and social workers to keep the world in running order. They must be forthcoming. What needs to be emphasized by conscious intention is the side of education not obviously required by the pressures of our time, but necessary in the long run to preserve humanity from degeneration. The poet and the teacher of literature have work to do not less exacting and important than that of engineers and scientists. It would be ironic if we attained power over nature without the maturity of mind to know what to make of it." [George F. Whicher, "For a Revival of Imagination," *The American Scholar*, XVI, 4 (Autumn, 1947), p. 394.]

Roy Temple House

Septuagenarian Editor of *Books Abroad*

ON MAY 26 of the present year the seventieth birthday of Roy Temple House will be celebrated on the campus of the University of Oklahoma. His Norman colleagues as well as his widely scattered collaborators are planning in various ways to join hands in an event which will be locally reminiscent of the quiet banquet that marked the twenty-fifth anniversary of his appointment to a professorship at this institution. At that celebration of the middle thirties due cognizance was taken of the fact that he had made the University of Oklahoma and himself widely known through *Books Abroad*, the periodical which began to fill a considerable gap in American culture in 1927 when House launched its first modest issue of thirty-two pages from the offices of the University Press. There was some pretty mediocre stuff in that first number of *Books Abroad*. The editor's own prose had appeared in some of the best American journals, but he was not yet the sensitive and business-like critic of manuscripts that he became in later years. However, before the end of the first volume the editor had succeeded in interesting writers and scholars of more than national reputation. By 1930 it was evident that the Oklahoma quarterly was in considerable demand among European and Latin American professors, writers and librarians. In its own modest way it had achieved an international reputation.

From the very beginning *Books Abroad* was subsidized by the University, but even so it owes its success to the perseverance and the overtime attention to duty of its editor. There was a time during the early years when it seemed that a lack of money would cause it to go the way of many another well-intentioned publishing venture; but when the late William Bennett Bizzell, then President of the University, learned of the esteem in which the journal was held by members of the Modern Language Association of America, he took steps to assure continuance of publication. Bizzell, without whose vision *Books Abroad* would have been neither started nor continued, also secured the appointment of an obscure Tulsa journalist by the name of Joseph A. Brandt as director of the University Press. House was quick to recognize Brandt's ability and give him the additional title of managing editor of *Books Abroad*. Brandt never took any assignment lightly. He set to work immediately to improve the format and the general appearance of the journal. He also wrote reviews, but of more scholarly value than these was the annual feature, "Literary Landmarks," which he contributed to *Books Abroad* until he was called to Princeton to head the press of that

university. A few years later, in 1941, the Board of Regents called him back to Oklahoma, this time to the presidency of the University. In 1944 the lure of printer's ink caused him to accept the directorship of the University of Chicago Press. He is now President of Henry Holt and Company. His successor as President of the University, George Lynn Cross, a trained scientist, is an equally staunch supporter of *Books Abroad*. During the latter's administration House has been accorded the signal honor of a Boyd Professorship. To round out this bit of *Books Abroad* history, mention should be made of the late Kenneth Carlyle Kaufman, Southwestern linguist and litterateur, who was House's next choice as managing editor.

Along with his editorial responsibilities House was also head of the department of modern languages from 1918 to 1942. During the latter year Kaufman became chairman of the department, and gradually the system of rotating chairmanships by staff election was established throughout the University. Fritz Frauchiger, also a *Books Abroad* worker, became the first chairman to be appointed by virtue of support by a staff majority. Until the present year House continued to teach one class in elementary German. Now he gives full time to *Books Abroad*—six days a week of some seven hours each; and on Sundays when church services and the noon-day rest are over, he is again ready for extra hours of editorial work.

Before coming to the University of Oklahoma, House was head of the department of modern languages at Oklahoma Southwestern State Normal School. There he married the art teacher, Emma Mary Tuttle, in 1907. They have no children. Mrs. House is a woman of unusual cultural interests and of deep religious fervor. Not given much to social life, she manages her roomy but unpretentious home in a spirit of quiet domesticity which seems best suited to the needs of her humanist husband.

For House is a modern humanist in the best sense of the word. His broad, sincere and active appreciation of cultural effort in many lands is certainly one of the secrets of his success as an editor. He respects every religion, every social doctrine and every literary tendency that seems to have something to contribute to the totality of civilization. Though neither a contemplative nor a metaphysician, he is attracted by the solidity and the integrity of literary works that show some form of metaphysical or even mystical inspiration. That puritanical attention to duty by virtue of which he never missed a class in college, never cut the Sunday Chapel exercises and never made less than an A, even in subjects like mathematics for which he had no special gift, was the disciplinary starting point though not the essence of a deep and growing reverence for the things of civilization and the men and women who produce them.

House is a hero-worshiper but he selects his heroes with the circumspection demanded by the continued vitality of his religious and moral background. This Congregationalist who is known to pray reverently at other

altars was a member of the Belgian Relief Commission during the first World War. In Brussels two heroes of his predilection were close at hand: Herbert Hoover and Cardinal Mercier. Hoover, the Quaker hope of starving millions, had occasion to look up House in his office, but it required a pilgrimage to meet the religious defender of Belgian freedom. House made the pilgrimage to Malines. He followed by means of a Latin missal the moving drama of a Catholic solemn high mass, and when that was over he walked into an austere reception room where he kissed the Cardinal's ring, chatted with him in English and in French for some thirty minutes, and came away with the feeling that his admiration of the man had been fully justified. This incident is characteristic of the human sympathy by means of which House has won the friendship of bookmen and writers in many countries. It is this trait, too, which has had something to do with the honors that have been bestowed upon him by foreign groups. He is an honorary member of various cultural organizations in several foreign countries, including the Société de Journalistes Belges. He belongs to the Asociación de Escritores y Artistas Americanos and to the International Association of P.E.N. Clubs. His decorations include the Belgian Médaille du Roi Albert and the Médaille du Comité National and the French Chevalier of the Legion of Honor.

Physically, House is of medium build with a mild stoop and a closely cropped mustache that somehow blends well with a gentle face which appears considerably younger than his years. There is nothing of the absent-minded professor about him. His mental alertness contrasts strikingly with his soft, slow gait. His office, which is also the office of his two editorial secretaries and of three other language teachers, is not the tidiest of places. On one table several hundred books, ready to be sent to reviewers, are piled up in fairly orderly fashion; but on another table there is a disreputable-looking heap of exchange periodicals, which eventually are scanned, checked in and turned over to the University library. Card files of books received, numerous letters, manuscripts, papers and other odds and ends are scattered over several adjoining desks and tables. A huge cardboard box under one of the table houses the lost and found department of that part of the building. House is always ready to show students to the box in an effort to recover their lost belongings and to help them in other ways. No chore is beneath his professional dignity, which, by the way, he wears very lightly. Many times each day he gets up from his typewriter to give assistance where needed or to pull down the correct reference work for any information that may be desired. He could save himself much labor if he learned to dictate letters or if he got more method into his slow-motion way of doing things. Every hour on the campus is an office hour with him unless he happens to be conferring briefly with a colleague or with a Press official, or examining the newly arrived books in the Library. He doesn't believe in

sending messengers. He feels that it is more human and more satisfying to go on his own errands.

Nine o'clock is his bed-time, even when he is invited out to dinner. A number of years ago a colleague impersonated House as chairman of a meeting. This gentleman opened the burlesque session somewhat as follows: "I hope we can get our business over with before the evening is far advanced. I didn't get to bed until 9:30 last night and I just must get some sleep." The most spontaneous laughter of that moment came from *Mrs.* House.

W. A. WILLIBRAND

University of Oklahoma

William S. Hendrix

A LIFE rich with past fulfilment and future promise came to a close on March 22, 1948, and those who were privileged to know William S. Hendrix feel the deepest sense of loss. They know only too well that men of his equal are not a common thing.

His mind and ability would have been an asset to any profession. The world of education can be grateful that his boundless interest in people led him to choose teaching—notwithstanding attractive opportunities in other fields. Never satisfied with the paths followed by the unthinking, he early and continually considered ways of improving the teaching in his field. He was ever alert for ideas of any sort, and nothing was more enjoyable to him than their exchange and discussion.

Coupled with a rare intelligence, nicely balanced by a sense of humor and a sense of perspective, was a personality that grew richer in the knowing. Casual encounters, when his mind was preoccupied, often caused strangers to consider him short and unfriendly. Without exception, further association completely reversed this superficial judgment. Inevitably all came to appreciate his great wisdom, tolerance, tact and interest in them.

Such a rich personality cannot be described adequately by any one person. For that reason several of his associates have written about him. It is hoped that their remarks will help reveal the wonderful person it was their good fortune to know.

It was a great surprise to me and a shock when the telegram was read to me that a friend I had seen a short while before, apparently in the best of health, had passed away suddenly. I felt very, very sad, and I thought about my good friend and associate until a very late hour in the night. No longer will the calm, quiet gentleman, William Hendrix, be at our meetings to help us with his advice, or to encourage us when a good task is to be performed.

I remember it was always his custom to look attentively at the speaker. Whether he agreed or not with what was being said, he would be sure not to betray his feelings, and then what he said was always said with so much consideration that, even if he did not agree with us, one felt a desire of grasping the full import of what he was saying. It was a pleasure to listen to Dr. Hendrix, and it was surely worth while.

There were several experiences in my association with him that made a deep impression on me. Some of them are personal and, as such, highly esteemed. Others I will mention because they throw light on an admirable character.

Dr. Hendrix had some plan having to do with matters of policy for *The*

Modern Language Journal. His cautious nature urged him to get the support of his colleagues on the Council. He spoke to me about the matter, and I agreed with him. He spoke to another member of the Council who also agreed with him. Dr. Hendrix presented the matter in an informal discussion, and two of the men spoke as if they did not agree with him. As I was getting ready to support him, he suddenly changed the subject. I did not say anything, feeling he had some special reason for his action. After the meeting, I asked him why he did not press the matter, and he told me: "There were at least two who did not favor the matter. I better give it more thought." It was a natural democratic tendency of his not to try to persuade his colleagues on the spur of the moment. He knew the disadvantages of decisions made when a matter is not readily accepted, and he preferred to present it after giving those not agreeing plenty of time for thoughtful consideration.

There is something else I remember that I believe was due to his administrative experience and that I felt would be conducive to the efficiency of any organization. Matters came up before him as Editor which were to be decided by him, but which were related to the affairs of the Federation. These matters he settled with decision, but he would usually send to the president of the Federation a full account of the action taken, and the reason for his decision. He felt that the Federation was an organization that had to function harmoniously and efficiently, and his actions and decisions were conducive to this end.

He gave of his time generously for the success of the work of the Federation. At the Columbus meeting of the Central States Association, I saw him going from meeting to meeting, a very busy man. I wanted to consult him concerning some important Federation matters. He had a full schedule, but when he learned that important Federation business was to be discussed, he let his supper go for several hours until everything was fully discussed. I tried to expedite the discussion, but he insisted that all points be fully discussed, and that's the way the conclusions were reached.

He always seemed to have time to do his duty. Once he undertook a task, he was sure to try to carry it to a conclusion, and he did this with a natural ability that brought to his assistance those that could render good service in the cause. He also knew how to choose most capable helpers and collaborators. *The Modern Language Journal* has been functioning with admirable precision.

Yes, we have lost one of our great leaders. He will be greatly missed. But we feel that our association with him will always be helpful to lead us to better decisions. We have the consolation that his influence will be of lasting benefit, that the teaching profession gained much with the life of our never-to-be-forgotten friend, William S. Hendrix.

JULIO DEL TORO

To have known William S. Hendrix for only the relatively short time that he served so well as Managing Editor of *The Modern Language Journal* would have been quite sufficient to learn to appreciate his splendid character, his wide range of knowledge, his discriminating judgment and his intellectual honesty. To know him for many years as a highly esteemed friend was indeed a privilege.

Professor Hendrix was reluctant to accept the editorship of the *Journal*. His regular occupational and other duties, which were very heavy, gave him little time for additional burdens. He felt that his predecessors in the office of Editor had set high standards which it would be difficult to surpass or even maintain. And he was not the type of man who could be satisfied with anything less than superior performance. In fact, he accepted the onerous responsibilities of the editorship only after much urging by friends who realized that he was ideally equipped for the job. He approached the task with humility but with determination to do it well. The results of his efforts speak for themselves. The many expressions of high praise which have come in from readers of the *Journal* during the past year testify eloquently to the excellent quality of the issues produced under his direction.

From the beginning of his editorship it was Professor Hendrix's constant purpose to improve the *Journal*. After expanding the size of the publication to the currently standard issues of ninety-six pages, and after taking the necessary measures to insure the publication of each issue on time, as far as it is humanly possible to guarantee such an outcome, Professor Hendrix turned his attention to plans for improving the format of the *Journal*. In his last letter to the Business Manager, written only a few days before his untimely passing, he mentioned some of the changes which he had in mind and which he hoped to be able to put into effect before the end of this year.

As Editor of the *Journal*, Professor Hendrix understood thoroughly the problems which confront the Business Manager and never failed to respond sympathetically and effectively to requests for aid in their solution.

The Modern Language Journal is indeed fortunate to have had the benefit of William S. Hendrix's outstanding ability during the altogether too short a time that he was permitted to serve as Managing Editor.

STEPHEN L. PITCHER

Dr. Hendrix combined an inquiring mind with a rugged pioneering nature. His rare breadth of vision foresaw tremendous possibilities in many phases of modern languages years before most of us even thought of them. His investigations took him everywhere: romance literatures, historical linguistics, phonetics, elementary language classroom methods, the radio as a medium for language instruction. Always he preferred to investigate the unsolved large problems in the field rather than to rework the already carefully cultivated areas.

Of his many important additions to various phases of language teaching, none is more significant than his contribution to the philosophy and methodology of elementary language instruction. His work in this field grew out of an ever growing realization that language study as an essential part of the college program is doomed, unless language classes can be made of such great significance to the learner as to justify their place in an increasingly crowded college curriculum. After much thought he concluded that language teaching, to be successful, must have a cultural content which will afford it a worthy place among the humanities, not only in the advanced courses of the Arts College and at the graduate level but even at the most elementary stages of language study. Once decided upon that goal, he set out to discover a method of teaching which would make the elementary language courses fulfil that function from the very first day. He had a strong conviction that the grammar-translation method was devoid of inspiration and unsatisfactory in its results, especially in elementary language courses. At approximately the outbreak of World War I, he commenced a long series of experiments to discover a really effective and inspirational approach to language. Never doubting that this approach should be oral, he concluded that cultural material presented through a combination of blackboard dictation and conversation was the answer.

Those of us who have seen Dr. Hendrix teach the first lesson of the first language course will never forget it. He would walk into the first class period, say a few words about the importance of Spanish, for example, as a language, then send the entire class to the board. As the students stood facing him, he would say in a normal speaking manner, pointing to a map of the Iberian peninsula: *Esto es un mapa. Repitan ustedes.* The students would repeat: *Esto es un mapa.* Upon being told: *Escriban ustedes,* they would write the sentence on the board. Dr. Hendrix would show them a correct sentence, they would correct their errors, then repeat again the sentence, after which he would continue: *Es un mapa de España.* The students would pronounce and write this sentence as they had the first one. Sentence after sentence followed logically until the last ten minutes of the hour, when the students would sit down and answer orally in Spanish questions asked on the material dictated. When those students walked out of the classroom, they were remarkably stimulated by having heard, pronounced, written, read and spoken meaningful Spanish all the very first hour. But that was only the beginning. Day after day, they wrote board compositions, took dictation which carefully introduced and repeated all types of linguistic patterns, and spoke in Spanish about Spain. This system, continued over a period of weeks, produced students who could understand and speak the language and who, at the same time, were learning something worth while about the Spanish-speaking countries.

But it is not enough to invent a method; one must convince others of

its worth and train them to carry on. That Dr. Hendrix also did. Through his organization in the Department of Romance Languages at the Ohio State University and in collaboration with Professor Robert Monroe, he trained dozens of teachers in what has become known as the Ohio State method. His *Elementary Spanish* and *Beginning Spanish—Latin American Culture* and our *Beginning French* have given teachers the tools with which to teach the culture of foreign countries and students the means with which to read mature and meaningful material from the beginning.

Just two weeks before his death, Dr. Hendrix and I had a long conversation concerning this method. The predominate question in his mind was, "Will this method go on when I am gone?" I knew then that he considered his contributions to teaching his greatest work, and that is why I am sure that it deserves a prominent place in any discussion of his life.

WALTER MEIDEN

Dr. Hendrix was one of those rare teachers who combine the inquiring mind of the scholar with the magnetic force of a natural leader. His fund of knowledge, both practical and theoretical, seemed inexhaustible. Yet it was always an inspiration to his students because he was utterly devoid of the egoism, pedantry, intolerance and pettiness so often found among habitués of dusty shelves. He could do with a class anything he wanted because students sensed his fairness and his respect of their individuality. They gladly followed, not realizing at the time that they were being led. It is only in looking back that one senses the perfection of his teaching.

Students rarely missed any part of his classes because they knew he would be on time with an abundance of interesting things to discuss. He did not expect them to reproduce his every word, and he never resorted to that dull practice of lecturing from time-worn notes. He was himself a reluctant writer and much preferred the spoken word. It was typical of him to do considerable research on a problem which interested him and then not bother to put it into usable shape. For this reason he was urged to record some of his lectures which contained a great deal of information and conclusions not to be found elsewhere. Never vain of his accomplishments, he replied that students would remember what interested them.

Patience with ignorance and faulty reasoning was not one of his prime virtues. Students who gave unconsidered opinions based on insufficient experience were led a merry chase by a series of questions which invariably encircled them in an untenable position. There was no malice intended and, I believe, none was felt. It was a salutary experience for both observers and participants, who generally needed to overlearn that particular lesson.

It was Dr. Hendrix' considered opinion that all language teachers periodically should become students of another language in order better to understand the difficulties of their own students. Knowing this, I realize now

that his first assignment in old Spanish class of a technical introduction to the linguistic changes from vulgar Latin to old Spanish was deliberate. His practical insight and long teaching experience told him that beginners do not learn much about the game by studying elaborate rules. But he expected our memories of floundering helplessly in unfamiliar waters to affect favorably our attitude toward beginners faced by their own particular rough seas. Needless to say, when he added teaching to the learning process, we found the material quite understandable.

Keenly observant, he knew the right moment to introduce a variation into the class routine. Whether the introduction of a related topic, a change in procedure, an anecdote from his varied experience or an appropriate bon mot, it relieved nervous tension and maintained interest at its peak.

On one occasion a class was studying a passage in old Spanish when he said. "In Los Angeles one time while walking down the street, I noticed an interesting thing." Curiosity aroused, we listened attentively while he described a sign he had seen. "There was a picture of a bird," he said, "and by it were the letters *a-v-e*. What do you suppose it meant?" We guessed various things, mostly ridiculous, vainly trying to relate the *ave* to Latin or Spanish. Finally, our ideas exhausted, we pleaded for an explanation. With mirth twinkling in his eyes, he explained, to our chagrined delight, that the sign designated Bird Avenue!

In the same class on another occasion it fell to me to translate a passage about the base of a tree. Somewhat literally, I read *foot*. "But," he exclaimed, "isn't the word plural?" "Oh yes—*foots*," I replied mischievously. "I believe you will find," he interrupted the laughter to say, "that the correct form"—here I attempted to interpose it and was ignored—"is *footses*." After a fresh gale of laughter, he told about the negro who had used that form. "Aren't you afraid of going through the cemetery at night?" "Oh no suh, ah just picks up ma footses and puts dem down again as fast as ah can, and ah doan' look back!"

To me, on the contrary, it is a pleasure to look back. In my associations with Dr. Hendrix, first as a graduate student and later as his assistant on the *Journal*, I invariably found him a wonderful teacher and warm friend. Like so many others, my life was immeasurably enriched by his influence and interest. In a sense, there is no greater tribute to his memory.

JOANNE LIMBER

Notes and News

The sudden death on March 22 of the Managing Editor, William S. Hendrix, was noted in the April *Journal*. Since the magazine was ready for the presses, there was neither time nor space for more than the brief announcement. Copy for the May number had been sent to the printer, but circumstances have made it possible to include an informal tribute without disrupting the material already planned. A more formal tribute to his professional and academic achievements should appear later.

The responsibility of selecting a worthy successor rests with the Executive Committee of the Federation. Until the new editorial office can be announced, those interested in the *Journal* can help by continuing to send their material to the present one. Delay and confusion will be avoided by addressing material to: *The Modern Language Journal*, The Ohio State University, Columbus 10, Ohio.

Foreign Language Students Aid Starving European Children

As soon as France had been liberated, teachers and students of French in our high schools began sending packages of food and clothing to their suffering colleagues abroad. Gradually more and more classes, quite spontaneously and without any outside stimulation or guidance from a central agency, engaged in this laudable humanitarian enterprise. Although begun by French classes, it spread to the other modern languages and was taken up by students of Italian, Spanish, German and Hebrew. In most instances, the packages were sent to the country whose language was being studied, but a number of departments were generous enough to include such stricken lands as Holland, Poland and Greece. In fact, one high school listed no fewer than twenty-one countries to which aid was sent. Such a wide inclusion of foreign countries is especially true of those instances in which the entire school, and not only the foreign language department, engaged in a relief program.

The number of packages dispatched during the past two years by the foreign language departments alone is astounding. With very few exceptions, all of the fifty-four academic senior high schools and eighty-three junior high schools participated. Since many of them kept neither detailed nor uniform records, it is difficult to gather statistics of the vast quantities of food and clothing sent abroad. However, a compilation of the various reports sent in results in the following totals, which are undoubtedly an understatement rather than an overstatement of all that has been accomplished: food—3,610 packages; clothing—2,533 packages; books and the like—730 packages. This comes to the amazing total of at least 6,873 separate parcels. Allowing only forty pounds to a package (a CARE package weighs forty-five pounds) our high school youngsters have sent 274,920 pounds or 137 tons of food, clothing and other material.

What this means in nutritional values can best be illustrated perhaps by citing some of the items sent by individual schools to one French town. One Brooklyn high school shipped to one French town: 3,400 cans of milk; 1,092 cans of meat; 3,600 bars of chocolate.

Equally imposing are the clothing items sent by the same school: 200 articles of apparel; 300 pairs of shoes; 600 children's garments. Another school sent 1,000 pairs of shoes.

In a number of instances, the shipments were sent solely and regularly to schools and communities "adopted" by the department. This was done largely in the case of France; a number of Italian schools, too, were specifically selected for donations.

An unusually interesting gift was that of \$150.00 collected by a Harlem school for a school in Haarlem, Holland.

In addition to the shipments, a total of \$6,578.00 was collected and turned over to various relief agencies.

With this general summary in mind, let us examine more closely the contributions of the French, German and Italian departments. To the departments of French belongs the glory of having undertaken this aid to European schools first and of having promoted it to its greatest extent.

One high school sent no less than two tons of food and clothing, including a thousand pairs of shoes, to Saint Lô.

Another school adopted the town of Canon and provided 5,000 pounds of food and clothing.

A third high school adopted a school in Saint Nizier and sent \$150.00 for the creation of a George Washington Library. Twice last spring, a program in French was broadcast to this school through the courtesy of "La voix de l'Amérique."

Scores of towns and villages in different parts of France received gifts from New York high schools. Among the towns named are the following: Asnières, Dieppe, Nice, Gourin, Dun-sur-Meuse, Bretteville-l'Orueilleuse, Canon, St. Nizier, Finisterre, Brest, Vecoux, Beauville, Calvados, Launion, Briez, Chénédollé, St. Servan, Merles-sur-Loisin, St. Lô, Amiens, Caen, Hoymille-par-Bergues, Calais, Perpignan, Cahagnes.

One Brooklyn high school, particularly interested in Saint Lô, sent to that town 8,600 items of food and 1,000 items of clothing. In addition 6,642 pencils, 4,000 notebooks and 1,100 erasers were sent. Furthermore, one hundred dollars in cash for CARE packages was subscribed.

Although the number of students of German in the high schools is comparatively small, the various departments have undertaken to help children and schools in the occupied zones.

One high school has been shipping food and clothing to a boys' camp in Bavaria.

A junior high school in Queens, with only one teacher of German, managed to send twenty-five food packages, twenty-five clothing parcels and twenty-five boxes of school supplies. In this school alone, seventy-five pupils are corresponding with German youngsters.

The pupil correspondence has been extended gradually so that it now includes over 400 students. Students in senior and junior high schools are corresponding with children in Hamburg, Bremen, Berlin, Hanover, Solingen and Kiel.

Furthermore, the teachers themselves, through the AATG, have sent hundreds of textbooks, cases of school supplies and packages of food and clothing.

Because of the large number of Italo-American children in New York and the fact that their parents were already making sacrifices to provide their relatives abroad with food and clothing, many Italian language departments refrained deliberately from calling upon the pupils for aid. However, a number of the schools did do so. Dozens of orphaned children were adopted and provided with food and clothing. One school alone (Christopher Columbus) sent 300 pairs of shoes. Schools in Rome, Sicily, Capri, Frosinone and Brindisi were "adopted" and provided with aid. One junior high school collected over \$500.00. This pupil aid is all in addition to what the teachers themselves did through the ITA.

The direct, personal contacts brought about by the adopting of war orphans, who are supplied regularly with food and clothing, lead quite naturally to the building of friendly relations between the foreign community and the American school. Thousands of our students are now corresponding with colleagues of the same age in European schools. Some of them do it in English, some in the foreign language, others in two languages. The grand total of those exchanging letters with European students amounts to 4,740. This correspondence, motivated in

the most natural way, is a wonderful means for improving the American student's skill in the written use of the foreign language and his knowledge of conditions in Europe.

Above all, however, it is deeply gratifying that so large a number of our students of foreign languages should take a deep interest in the welfare of their European colleagues and be ready to share so generously with them. Herein lie ethical and social values which are incalculable. They are inherent in this student activity which is an excellent example of the ideal of character training and social responsibility maintained by the American public school.

THEODORE HUEBENER

New York City

Education in Post-War Germany

Since the close of the hostilities several articles dealing with present day education in Germany have appeared in American newspapers and academic journals. In some cases the authors are the same men who just about twenty years ago made the same predictions concerning German education which they are circulating again at the present time.

The reliability of some of these "remote control" experts on foreign education can easily be measured on papers which they have published during the last two years. Thus we read in one article: "No secondary school in France or Germany had a gymnasium, and athletics were practically unknown."¹ Anyone familiar with the German schools knows that the above statement is absolutely false. Athletics were compulsory in both the public and secondary schools and were probably carried on more rigorously than in any other country. Sport activities played an important part in the life of the nation and especially in all German schools. Long before the appearance of the Nazi regime these activities were thoroughly organized on a national basis.

In another paragraph of the same paper we find: "the elementary schools on the one hand provided education for the children of the worker and peasant, and prepared them to enter the ranks of labor; the special secondary schools on the other hand, the lycée in France and the Gymnasium or Oberrealschule in Germany prepared the children of the wealthier, socially favored classes to enter the professions and the public service." This statement may have been true at the turn of the century but certainly not at any time after the first World War. Professor Böckmann of the University of Heidelberg states in a recent letter to this writer: "Undoubtedly the majority of the students of the German secondary schools after 1920 came from the working class (*handarbeitenden Schichten*). In 1925 I taught at a secondary school in Hamburg and I had ample opportunity to observe that the overwhelming majority of our students came from the small-bourgeois and working classes. In Hamburg, especially, talented students were helped in every way possible." The same situation prevailed at one of the larger *Oberrealschulen* which this writer attended in the late twenties. The majority of his fellow students were sons of factory workers, peasants and low officials.

Those recent articles on present day German education give considerable space to the so-called "democratizing" of the German schools. In reality these writers simply present their conception of an ideal educational policy which they would like to see established in Germany. Their main objection apparently is directed against the German two-fold system of elementary and secondary schools. All assert that this devilish, undemocratic division is "gone for good," in the words of one of these authors.

The reading of such articles has caused this writer to take recourse to an authority on German education, a man who has been in closest contact with educational problems over many years, who rose from the ranks of academically trained teachers to that of professor at the University of Heidelberg, Dr. Karl Böckmann. Let us hear what he has to say: "In the present chaotic situation it is difficult for anyone to make predictions about the future de-

¹ *Journal of Higher Education*, XVIII, 2 (February, 1947), pp. 58-62.

velopment of German education. Nothing definite is known about the Russian zone, though it seems that almost all systematically trained teachers were driven out of that area. From time to time one hears rumors originating in North Germany about contemplated reforms concerning the *Grundschule* (preparatory school preceding secondary schools). According to these rumors the four year course of this school is said to be raised to a six year term. It is my personal belief, however, that any such change would meet with great opposition. Here in Heidelberg, and in all the other zones (with the exception of the Russian) the old order still prevails—the old two-fold division in elementary and secondary schools still exists. The conditions governing the entrance to a secondary school also have remained the same. The admission always has been and still is depending on a rigid qualification test. The unqualified always have been and still are rejected regardless of the social positions of their parents. The subjects and the examination methods in all schools have remained the same.”

This letter undoubtedly gives a true picture of a situation which has been distorted in recent articles. At this stage probably no one can safely predict the future educational development in Germany. The various occupation powers, as is well known, are trying to give the Germans their own favorite brand of education. A member of the National Council of Social Studies states in a recent article² that the Russians and the French, especially, are making great efforts in this direction. However, the author of this article leaves us completely in the dark as to the methods and the type of education which these powers pursue. He tells us that the Russians are providing their teachers with special food rations. It would be highly interesting to learn the true reasons underlying this noble humanitarian Russian gesture. At this time it is probably impossible for anyone to foresee whether the educational efforts of the occupation powers will bear fruit. In judging from their current inability to agree on any major German issue, it seems unlikely that they will succeed in creating a German school system acceptable to all. Assuming that the individual powers will succeed in bringing about some changes in the school system within their special sphere of influence, the final result would be far from any uniform structure and the weaknesses of such a situation are obvious.

From a recent article originating with the American occupation forces³ it appears that the process of “democratizing” a people is easy enough on paper but may meet with great opposition even from a defeated impoverished nation. Apparently the Germans have no intention whatsoever to abandon their traditional school system. In fact, a few days ago the Bavarian Ministry of Education submitted to the American authorities a plan which would actually re-establish in its full form the “old aristocratic structure of the Prussian system of 1911.” This plan not only defends the so-called undemocratic traditional double-track system in Germany but makes provisions for a three-fold structure. From the same article we learn that the American occupation forces have not even started with their campaign for introducing new principles into the German school system. Their proposed reforms concerning the German universities also seem to have been rejected by the Germans with no plans of their own having come forth so far.

On the same page of the *New York Times* we read, in another article by Professor Häffner, a member of the National Council of Social Studies Committee which recently returned from Germany, the following: “Progress in redirection of German education is slow. In fact, it is almost surprising that progress should be expected when one remembers the political, economic and psychological chaos which has prevailed for two years.”

In one respect, however, it appears that both the Germans and the Americans are facing a similar problem. In both countries the humanities seem to be fighting a losing battle. Professor Böckmann states: “It seems to me that the German humanistic Gymnasium will have to put up a terrific battle if it wants to survive.” In America this struggle between the sciences and the humanities has been going on over the last fifty years with the former gaining the upper hand.

² *New York Times*, November 28, 1947.

³ *Ibid.*

The war has brought this situation to an extremely critical stage. According to a recent reliable survey twenty-five per cent of all veterans want more schooling. Eighty-five per cent of these men desire courses with practical, vocational ends and nothing else. The effect of this situation on the humanities is obvious.

WILLIAM F. AMANN

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Russian for Scientists

The teaching of languages at a technological school is necessarily conditioned by the specific requirements of the students, particularly as regards the amount of time their regular technical studies leave them for so-called humanities. We believe that the program of courses in Russian here at the Massachusetts Institute of Technology is quite unique and merits a fairly detailed description.

Students taking languages at Technology fall into two main groups. The larger of these consists of undergraduates studying chemistry, physics, biology, geology, mathematics, economics and mechanical engineering. The total time allotted to them for language is one year, while students of chemical engineering—always an appreciable number—are allowed only one semester.

The other group consists of graduate students working toward a doctor's degree in the various fields of engineering and pure science. They are required by the Institute to have a reading knowledge of two languages in addition to English, and some departments now expressly recommend that one of these languages be Russian.

On the undergraduate level it was immediately obvious that the elementary Russian course had to be adjusted to the one-semester limit of the chemical engineers. Learning to read Russian scientific literature in fourteen weeks, meeting only three times a week, sounds somewhat incredible, yet that is precisely what is being accomplished. In the first place, all notions of attaining anything but reading ability must be swept aside. Everything is subordinated to one goal—that of being able to read with the help of a dictionary. This means such rigorous curtailments as the following: writing is unnecessary, only the printed letters—including italics, to be sure—are learned. Grammar is cut to the bone. Whatever is unnecessary from the point of view of pure recognition is cold-bloodedly omitted. For the most part, for example, it is not necessary to learn the Russian sound of numbers or mathematical and chemical symbols since these are easily recognizable in print. Word-formation, especially with prefixes and suffixes, forms an important part of the subject matter, as does the recognition of cognates. In this connection pronunciation is of great importance since words that look entirely unfamiliar can often be recognized as cognates once they are spoken aloud. As the course progresses, the time spent on grammatical explanations diminishes. For reading material, Znamensky's *Russian Scientific Reader* is used. Naturally most of the classroom work consists of accurate translation into English since that is precisely what the students need.

When there is sufficient demand—and there always has been—two sections of the elementary course are run, one exclusively for the chemical engineers who have no time allotted for continuing beyond one semester, and one for the remaining students who may continue with a second semester. This second semester is then a "conversational course" and emphasizes oral practice with a more colloquial vocabulary. Although most of the students in this course have previously had the reading course, it is perfectly feasible to enter this course with no previous knowledge of Russian.

One interesting observation that has resulted from this arrangement is that the traditional skepticism of language teachers toward such reading courses is quite unfounded. On the contrary, such a course provides a complete survey of the grammar in outline form. Much of the detail is lacking, to be sure, but the student has a bird's-eye view of the structure of the lan-

guage which the profusion of detail of the more conventional courses never succeeds in giving him. Once the basic pattern is familiar, new details can be added in their proper relation to the whole structure, be they acquired through conversation or through additional reading. Far from being dull, the reading course gives the student a sense of accomplishment at having reached a significant mile-post. It has proved an invaluable help to those who go on with conversational practice.

For the graduate students the problem is chiefly one of preparing for a two-hour examination designed to test, by translation into English, their ability to read technical literature in their own particular field. Similar examinations are, of course, a well-established practice at all institutions where graduate degrees are given. Usually, however, the attitude of both the student's own department and the language faculty has been that the actual process of preparing for the ordeal is strictly a private matter which the candidate must undertake entirely on his own. This often results in disappointments due to the inadequate preparation or overestimated ability and has even been known to lead to interdepartmental disputes concerning the "fairness" of the tests.

In the fall of 1945 the Department of Modern Languages at Technology decided on the simple expedient of giving special one-semester courses, designed exclusively to prepare graduate students for their language examinations. These courses are entirely optional but do carry credit. The examinations are given at stated intervals during the year and may be taken by any graduate student who feels he is ready to do so, whether as a result of private study or as a result of one of these special courses.

The arrangement of the classes themselves is as follows: One of the three hours per week is devoted to grammatical analysis for all students—again strictly from the point of view of recognition. For the remaining two hours, the students are assigned to small sections according to their field of specialization. These sections are taught by various instructors and are devoted exclusively to the reading and translating of the scientific literature of their individual fields.

The students attending these classes represent all stages of preparation. Some have had earlier training that needs "refreshing," others have had no previous study of Russian at all and occasionally there may even be a man of Russian background whose chief requirement is practice in the techniques of translating into English.

As for the results—both on the graduate and undergraduate level—they can only be said to be extremely gratifying. There can no longer be any doubt that, given serious, intelligent students with a definite purpose in view, it is quite possible to learn to read Russian in fourteen weeks and to acquire a certain limited amount of conversational stock-in-trade in one additional semester.

GEORGE E. CONDOYANNIS

Massachusetts Institute of Technology

[The *Journal of Engineering Education* (May, 1947, pp. 732-735) contains additional information on this program. *Editor's note.*]

Reviews

DENOEU, FRANÇOIS, ed., *Contes et récits des grands écrivains français*. Henry Holt and Company, New York, 1947, pp. viii+261+clxix. Price, \$2.40.

This collection is a welcome relief from the "charming" anodynes with which we have been surfeited. It is tough and stark in spots. Even the selection from Mme. de Sévigné provides a suicide. Relief from the tragic is obtained from the old reliable, Alphonse Daudet, and from the amusing episodes from the Pasquier series.

The eight *contes* include old favorites, on the "must" list for any student—*La mule du pape* and *L'elixir du R. P. Gaucher*, *Le jongleur de Notre Dame*, *La parure* and *L'aventure de Walter Schnaffs*. To these are added *La maison hantée* of Zola, and a pair of contrasting stories of Mau-passant.

The eleven excerpts from the novels are well-tailored and stand on their own feet. The second Balzac selection would read even better had the snipping been more severe and the frame (Balzac and lady) completely excised from the last two pages. It is too good a tale to mar by their intrusion. In the excerpts the editor has supplied sufficient information, in French, about preceding events and, even more important, about the dénouement. Some squeamish souls may protest at *L'horrible* (cannibalism) and *Le chouan décapité* as unduly gory for youngsters. My own somewhat muffled protest would be at the inclusion of the Rabelais section, which I have never found funny (probably an allergy to mutton). Omission of this section and the following excerpt from Mme. de Sévigné would have sacrificed little. There is no attempt to show selections from *all* the great prose-writers, and the inclusion of one sixteenth- and one seventeenth-century writer might well prejudice the student against anything before Napoleon.

For the moderns (Duhamel, Mauriac and Aragon) from whom excerpts are given, the choice is good. The first Duhamel episode is mediocre (the memoirs of H. P. Maxim are far superior to it!), but the second, *Comment vaincre la timidité*, will be a *succès fou*. The penetrating Mauriac excerpt is not for high school students, and its subtlety will perturb the D section. The Aragon story is excellent as an exposé of the dark years, but I shudder at the havoc its French will wreak on the composition class. The four *récits* are less happy, particularly those from Hugo and Dumas.

The text proper includes 215 pages, rather than the 261 indicated, since the balance consists of sections on the biographies of the writers and questions on each selection. Both parts are in French, the questions being helpful for their directness, simplicity and number to teachers who use a reader as material for conversation.

The vocabulary covers 167 pages. It is thorough, and most of the idiomatic variations and odd verb forms are included. The notes, in French as far as possible, are extensive and take care of all the geographical and biographical data, with pronunciation indicated in phonetic symbols. It is difficult to ascertain just what philosophy dictated the notes, which are prolix. A very large number could have been omitted ("*donc*—so, now; *j'avais bien faim*—I was very hungry" as horrible examples) since it must be assumed that a student using this text in fourth semester has a modicum of French. A few cases also occur where a note would have been helpful to elucidate certain grammatical constructions. Many words explained in the notes are not found in the vocabulary.

Although the binding is dull and uninteresting, the make-up is good and the type in the vocabulary more legible than usual. There are a few typographical errors: punctuation (190, 203, 205), a note number 4 (159), *grand route* (171), *être* for *êtes* (182), *me* for *ne* (184); and I am suspicious of *mes* (*les?*) in line 29, p. 204, but cannot verify.

In respect to the notes there are several questionable minor matters such as the frequent references to places where the American Army passed. The ex-GI's will recognize them without notes; the others, especially as time passes, will be irked. "*Elle fut aimée de Napoléon* (1787-1867)" sounds Rabelaisian and/or seems to give Bonaparte an extra forty years. "Cutie" for *Mignonne* does not ring quite right to my aging ears; and certainly "old snoop" for *vieux furet*, which Maupassant calls himself admiringly, is "off the beam." "Churlishly" for *bourru* will not mean so much to the student as "scowling" or "crossly"; and the translation of *Permettez!* (198) does not carry the implications of the exclamation. It is ironical to see the godson of *le mot juste* taken to task for using incorrectly *ornière* (154). I regret that the editor did not likewise pounce upon Dumas, where Dantès, dragged down by a thirty-six pound cannon-ball, "*se cambra*"—"plia le corps en arrière." This feat I should like to see. I hope he bent forward instead. Lastly, the de Gaulle note (214) is misleading to the politically uninformed.

Along with these few pin-pricks there goes a great deal of praise for a well-planned collection, carefully and intelligently prepared. The pieces have drive and interest and suspense; besides that, they are solid.

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LEBERT, EUGÈNE, *Pasteur—sa vie, son oeuvre, son influence*. Dryden Press, New York, 1947, pp. ix+212. Price, \$1.85.

Professor Lebert's *Pasteur* is an attractively printed and nicely bound elementary reader designed for use early in the first year of the study of French. In preparing it for that level the author uses at first only the present indicative tense and refrains from using the past definite until the final chapters, as is likewise done with the subjunctive. The past indefinite is used where we should normally expect the past definite in this kind of writing. The style is simple and direct, and the book should be read with understanding by a student who has had a semester of college French, or even less.

In addition to two prefaces, the book contains eleven chapters ranging in length from three to twenty-two pages. The longer chapters are subdivided into smaller units of varying length. For each short chapter and each subdivision of a chapter we find a detailed and carefully prepared questionnaire at the end of the text (pp. 139-160). No exercises on grammar, vocabulary, pronunciation and the like are included. There is a glossary (pp. 161-171) of technical terms and proper names, both of which are marked with an asterisk in the text if they are also in the glossary. A nearly-complete vocabulary (pp. 173-212) closes the book.

It seems to me that it would be difficult to use this book with an oral method of recitation because of the technical nature of the subject-matter and the lack of plot-interest to sustain conversation. But when reading is the principal aim of the course, it would be a very profitable and timely book to use for teaching both the language and one aspect of French civilization as it is revealed in the life of its greatest scientist. The book deserves and will doubtless receive a wide use in the secondary schools and colleges of this country.

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MAJOR, JUDITH AND CAPDEVIELLE, ALICE B., *Parler, lire, écrire*. F. S. Crofts, New York, 1947, pp. xvi+230. Price, \$1.90.

This textbook contains an introduction to French pronunciation, twenty lessons and five reviews, an appendix with verb conjugations, a French-English and English-French vocabulary and an index. Each lesson contains a reading section (which is usually in the form of a conversation), a vocabulary, a series of questions in French, a discussion of grammar in English and various forms of exercises.

The vocabulary is a practical one, and expressions considered basic have been emphasized by repeating them in successive lessons. In the exposition of the fundamentals of grammar, illustrations from the reading section have been used whenever possible. The exercises are varied and consist of completion exercises, translations from English to French, verb drills, dictations and oral exercises. The review lessons use the same material of the four preceding lessons but present it in new situations.

The aim of the authors, as expressed in their preface, is to present a text for beginners who wish to develop concurrently their ability to speak, read and write French. This book, in competent hands, should be of good service, on the first-year high-school level, in attaining the goals set by its authors. It seems doubtful, however, that its contents will arouse sufficient interest in the mature students now in our college French classes. While the book is praiseworthy in its attempt to furnish abundant training in oral-aural skills, in reading and in writing, it is deficient in that it has utilized extremely little material on French culture. Such material would not have prevented the authors from achieving their aim, and it would have permitted them not only to furnish profitable information on things French to the student, but also to use such material as a means of stimulating student interest.

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McNULTY, JOHN L. AND LOMBARDI, JULIUS S., eds., *Ecrivains modernes* (An Anthology of Modern Authors). D. C. Heath, Boston, 1947, pp. xv+438. Price, \$2.40.

The editors of this anthology state that it is primarily a French reader and that third or fourth-semester college students can read it with interest and comprehension; in addition it may be used as an anthology to accompany a course in contemporary French literature. This dual purpose, so common in text prefaces, is rarely consonant with the results. A course in contemporary literature seldom requires an anthology of this type since a more thorough study of the authors is expected. However, even granted that an anthology is desirable for such a course, it should be made clear that this volume contains only the novelists and short-story writers, with the historical passage of Louis Bertrand, the sketches of Claudel and the excerpt from Barrès as marginal additions. Other genres are ignored.

The words "*modernes*" and "contemporary" are somewhat misleading because eight of the sixteen authors are dead. Nine of them were born before the Franco-Prussian war and only two in this century. The time-scope would encompass likewise Maupassant, Loti and Huysmans; and merely six additional years would include Anatole France, Zola and Daudet. In a treatment of modern literature one wonders at the omission of the great triumvirate, Gide, Valéry and Proust, while some who are included do not equal Giraudoux, Rolland and Maurais.

But it is with the contention of the editors that this text may be read with interest and comprehension by second-year college students that issue is taken. The statement may be true *per se*, but the implication usually drawn from such a statement is that the reading will be

fruitful in proportion to the time expended upon it and that the book has been graduated to the second-year college level. This is untrue.

The vocabulary covers 116 pages while the actual text, aside from the introductory passages, occupies only about 247 pages. There are some 6,000 words in the vocabulary, excluding geographical and personal references. A sampling indicates that, excepting (and generously!) recognizable cognates and derivatives, there are approximately ten per cent of the words beyond the 6,000 Vander Beke list. Only a brilliant fourth-semester student could use such a vocabulary without exhausting thumbs and courage.

The vocabulary is, however, brilliantly done. Not an omission has been noted, idioms used in the text are amply explained (often under two headings), irregular verb forms are included, as well as variations of meaning as needed in the text, and a thorough treatment of geographical and personal allusions.

There are fifty-four footnotes. Three are phonetic transcripts for pronunciation. The others are grammatical explanations and translations. There seems to be little method to this, and hundreds of other difficult grammatical problems are left to the student and the vocabulary. Aside from a scant half dozen it would appear that most of the rest of the notes might well have been omitted. A few are puerile in view of the grammar required to read this text (p. 203), and one is highly questionable (p. 88).

For second-year students a vastly extended use of footnotes would be highly profitable and would save immeasurable time. All the historical items, geography and identification, all the special uses of words (*chambre à donner*—guest room, dialectal), obsolescent English words (*tout de go*; break = carriage), even a host of rare words which the student is not likely to encounter again, would be much more helpful at the foot of the page than in the gargantuan vocabulary. This applies to the extreme where Japanese words of the Farrère chapter are set in the vocabulary.

The editors state that the material has been placed according to the difficulty of language and subject-matter. This is an intangible criterion in many ways, but it appears that the opening section by Duhamel is syntactically much more difficult than many others; that the Barrès chapter, in respect to subject-matter, belongs near Claudel; and that those by Farrère and St-Exupéry, despite the technical jargon of the latter, could come much earlier.

As for interest, always a prime consideration in a second-year text, the sections of Duhamel, Bertrand, Bourget, Farrère and St-Exupéry are excellent. They are followed by those from Bordeaux, Lacretelle and Mauriac. In the dull but solid group stand Pesquidoux, Bloy and Estaunié (the latter better represented than the mass of his work merits). Barrès may belong here, although the difficulty of his subject-matter will make him poison to most students. The selections from Jaloux and Daniel-Rops awaken little interest; the one from René Bazin is the inconclusive sort which infuriates the student; and the Claudel choice is several light-years away from sophomores.

The introductory passages in French are well written with a literary touch rarely found in texts. Some few are overly eulogistic. Considering the impeccable quality of the language in these passages, we wonder why the editors did not choose to set in French the short background passages for the Daniel-Rops, Jaloux and Farrère excerpts.

The book is attractively bound and well printed. No typographical errors were apparent. The vocabulary is a masterpiece in itself. The photographs of the authors are not always felicitous, those of Daniel-Rops and Léon Bloy being singularly unfortunate.

Although this reader may well serve in certain courses in modern literature, it is not for second-year college classes—not in this life!

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VERÍSSIMO, ÉRICO, *Gato Preto em campo de neve*, edited by Lloyd Kasten and Claude E. Leroy. Henry Holt, New York, 1947, pp. ix+183+lxxvii. Price, \$1.95.

The 183 pages of Portuguese text of this new reader, designed to be used "at the end of the first year of Portuguese study or during the second year" (v), enlarge the small area of choice permitted the teacher of Portuguese. Some may question the selection of a Brazilian's impressions of the United States as a medium to teach Portuguese; they may feel it would be more in line with the general aims of our courses to link the study of Portuguese with a consideration of a country where it is spoken.

There is a strong tendency among writers and critics in Brazil to consider Érico Veríssimo a popular author of only secondary artistic value. Whether or not we agree fully with the verdict on Sr. Veríssimo, we might agree that it results in part from the liking of contemporary Brazilian writers for kinds of writing which Sr. Veríssimo has not done (for example, the pseudo-metaphysical, the social documentary slanted politically, *l'écriture artiste*). However that may be, his temperament and his abilities collaborated to produce a book of lively interest in *Gato Preto*, excerpts from which form this reader. The popularity of the book in Brazil was shown when its sequel, *A volta do Gato Preto*, became one of the best sellers of 1947.

Precisely because of the author's usual lack of pretentiousness, the book may be of more value even as social criticism than some which have labored under the burden of vague intellectual importance. It is significant that the only part which may be irritating to an American who thinks he knows his own country is the last, "Diálogo Sobre os Estados Unidos," in which the author draws conclusions, though apparently somewhat against his will. The student will find cited as evidence that Americans have a morbid fear of the morbid the fact that the American drugstore sells an infinite variety of merchandise and handles drugs at a back counter (176). An observer of greater depth, rather than considering the two as elements of an inexplicable paradox, would see a basic relationship between the American desire for standardization and great respect for the life of others (175). But we are not primarily concerned with Sr. Veríssimo as a critic of society, which he does not seriously pretend to be—in which he is rather different from the majority of Brazilian writers. The essential point now is that the more intelligent college student will read *Gato Preto* with enjoyment and will learn from it some things he did not know about his own country.

By the nature of the account it presents, the book offers a vocabulary rather more "practical" than that, say, of the average piece of fiction. And in support of the editors' belief it is suitable for conversation classes (v) it should be mentioned that there is ample material for discussion and even controversy—on subjects concerning the United States, of course.

The editors made a few alterations in the original spelling (v) but with no effort to make it conform with the official. The deviations, however, are not serious, even if we attach importance to the matter of spelling in Portuguese.

This reviewer regrets that the editors included almost no notes on points of language, other than a minimum of helps in translation. There is always the question of where to draw the line, of course, but surely the sentence, "*E vá a gente querer penetrar as almas!*" (11: 10) needed explanation. It is doubtful whether any student will understand the phrase, "*Por quem é . . . !*" (69: 23), explained neither in a note nor in the vocabulary. (Here it might best be translated, "Who do you take me for!") Some of the renderings suggested in the vocabulary are hardly felicitous. When the student encounters the phrase *em artigo de morte* (20: 26), for example, he will find only one suggestion, "end of life," which seems inadequate. The word *ronceiro* (26: 7) should be "slow," not "old." The verb *espichar-se* (26: 15) should be "to extend," not "to go through." For the phrase *sem planta nem plano* (27: 7) we find the suggestion "with no particular destination." It would be more accurate and perhaps more colorful to use something like "with neither map nor motive." The word *gaita* (93: 13), given as "bagpipe," surely ought to be "mouth organ." "To appear, show up" seems preferable to "to look out,

peer out" for *assomar* (109: 25). Some explanation should have been given of the phrase *orquestra típica* (122: 31). On page 133 a guide in Denver points to the cloudy sky and asks the Brazilian visitor whether he sees the mountains. When the latter replies no, the guide says comically, "*Pois é. Não podia ver mesmo. Mas quando o dia está limpo a gente daqui avista os picos nevados.*" In the vocabulary we find *pois é* "well, they are there, indeed." But here, as it usually does not, that common idiom is not used to contradict a mistaken statement. It means "that's right," "of course." The translation suggested in the note for the following sentence, "You just can't see them," is confusing. The meaning seems rather, "Of course you couldn't see them (now)." The word *creole* (154: 14), listed in the vocabulary, is surely the English word, used by Sr. Veríssimo in its Louisiana connotation. The student will probably misunderstand the form *Não teremos* (179: 21), meaning "It may be true that we haven't."

Following are the typographical errors noted: *seres* for *sêres* (ix; 8: 5; cf. 178: 7); period for question mark (12: 14); *as* for *às* (22: 15); *arteria* for *artéria* (22: 26); *e* for *é* (39: 25); *demos-tração* for *demonstração* (95: 26); *divida* for *divide* (108: 11); *mausóleus* for *mausoléus* (116: 1); *esta* for *estas* (116: 27); *Seu* for *Seus* (130: 28); *platô* for *plató* (135: 17); *surprèsas* for *surpresas* (148: 20); *Ernest* for *Ernst* (149: 10); *Milbred*, though one regrets losing such a meaningful pun, for *Mildred* (150: 5); *a* should be deleted (167: 4); *supreendidos* for *surpreendidos* (172: 16); *toman* for *tomam* (176: 18); *a* for *à* (178: 10 and 11); *Berle* for *Burle* (179: note 27). The accent is omitted on final *quê*, when it indicates a real change in pronunciation (for example, 6: 19; 119: 2; 132: 21; 135: 3). It is used on the first person plural of the *-ar* preterit, where it does not correctly indicate pronunciation and has been officially dropped (for example, 7: 24; 8: 9).

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CAMACHO, PÁNFILO D., *Marta Abreu—Una mujer comprendida*. Editorial Trópico, Havana, 1947, pp. 223.

In 1945, Cuba decided that an appropriate recognition—the preparation of her biography—should be made of the centennial of the birth of one of the nation's most outstanding women, Marta Abreu. In the consequent contest conducted by the nation's Dirección de Cultura del Ministerio de Educación, eight biographies were submitted, and of these eight, the first prize was awarded to the one prepared by Pánfilo D. Camacho.

The author explains thus his choice of the *subtítulo* of *Una mujer comprendida*: "*Marta tuvo la suerte que muy pocas mujeres alcanzan de ser comprendida y amada fervientemente por un hombre que hasta llegó a renunciar al resto de su vida cuando le faltó la presencia de la esposa que idolatraba y por los hijos de su villa natal sobre quienes había derramado a torrentes su bondad y su riqueza.*"

The biographer turns back to the end of the eighteenth century in order to bring the reader's attention to Manuel González Abreu, an immigrant from the Canary Islands, who became thoroughly acclimated to his adopted land, winning the respect of his associates through his devout faith, civic interests and successful commercial activities. This greatly admired Cuban citizen was the grandfather of Marta de los Angeles Abreu, who was born November 13, 1845 in Villaclara.

Her childhood was characterized by a devotion to her family, an exceptional interest in intellectual pursuits, a spirit of melancholy and a reluctance to accept the attentions of her suitors, who were very highly esteemed for their wealth and family connections.

Political developments caused Don Pedro, the father of Marta, to become a resident of Havana. Here, Marta met Luis Estévez y Romero, a promising young attorney of humble origin. Their mutual attraction resulted in marriage on May 16, 1874. Marta's parents were at first opposed to her marriage to a man younger and poorer than she, but they became reconciled with the birth of Pedro Nolasco Julio Zenón Estévez Abreu.

The biographer stresses the devotion of Estévez reciprocated by Marta and traces the

latter's very generous contributions to Villalarga in the establishment of educational institutions, hospitals and civic improvements.

Likewise is traced the unselfish interest of the two in the Revolution, which led them to make heavy financial sacrifices, in spite of the fact that the success of the movement was to be detrimental to their property. There is noted also the charitable nature of Marta, which prompted her to aid all those suffering from the conflict, regardless of their support of or opposition to the Revolution.

Marta's death in France in 1909 is described. The consequent grief of her compatriots and the inability of Luis to reconcile himself to the separation are vividly reproduced.

This small volume is a biography very ably executed. Its accuracy is attested by its thorough documentation. The epoch, background and activities of the noble character described are related in such an interesting manner that the average reader's attention will be attracted to these facts as readily as to fiction.

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[The reproduction of stamps issued in her honor and a brief discussion of Doña Marta are to be found in the March *Bulletin of the Pan American Union*, pp. 155-57.]

FLORES, ANGEL AND BENARDETE, M. J., eds., *Cervantes Across the Centuries*. The Dryden Press, New York, 1948, pp. vi+371. Price, \$4.75.

Although this work did not leave the press until January of this year, it was published as a quadricentennial volume. In this collection of nineteen essays the editors have provided the student and teacher of Cervantes with a valuable symposium that surpasses in comprehensiveness their own previous contribution of this kind: *The Anatomy of "Don Quixote"*. And with that same exquisite pleasure that comes from encountering old friends in new places, one reads again the three essays by Menéndez Pidal, Morel-Fatio and Helmut Hatzfeld which first appeared in the *Anatomy*. These three studies supply an irreducible minimum of supplementary material to be digested thoroughly by the reader who approaches the *Quixote* with any degree of seriousness. Most of the other essays included in the present volume are of such fundamental significance and pertinence to at least a relative understanding and appreciation of *Don Quixote*, that the general reader will find *Cervantes Across the Centuries* an indispensable companion piece to the immortal novel.

All of the articles are in English but, patently, at least nine of them are translations. The Spanish of Menéndez Pidal, Joaquín Casaldueiro and Américo Castro has been excellently Englished by George I. Dale, Esther Sylvia and Zenia Sacks Da Silva, respectively; the French of Jean Cassou and Morel-Fatio, by Muriel Kittel and Mary C. Brill; the Italian of Croce and Mario Casella, by Frederick Fales and Joseph De Simone; and the German of Helmut Hatzfeld, by Edith Mead. A short sketch, "The Spirit of Castile," by Unamuno, is from *Essays and Soliloquies* (*Soliloquios y conversaciones*), translated by J. E. C. Flitch in 1925. "The Apocryphal *Quixote*" by Stephen Gilman is a condensation and general revision of an article of his published in Spanish in the *Revista de Filología Hispánica*, Buenos Aires, 1943. Although the editors do not give such data regarding each of the nineteen titles, it seems accurate to state that all of the essays in translation (except "Incarnation in *Don Quixote*" by Castro) have appeared elsewhere in the original and that the latter essay and the remaining ten composed originally in English (except Waldo Frank's "The Career of the Hero," taken from his *Virgin Spain*) have been written especially for *Cervantes Across the Centuries*.

There are four half-titles. Part One consists of:

Jean Cassou
Ramon Menéndez Pidal

Joaquín Casaldueiro
Helmut Hatzfeld

A. Morel-Fatio
An Introduction to Cervantes
The Genesis of *Don Quixote*

The Composition of *Don Quixote*
The Style of *Don Quixote*
Social and Historical Background

While lack of space almost forbids comment on individual essays, may it be said that the editors have done well in selecting Cassou's study as the initial essay. It furnishes a brief but adequate account of the life of Cervantes and treads firmly, without lingering, on numerous philosophical and thematic issues that concern his literary production in its totality.

Part Two:

Miguel de Unamuno
Américo Castro
Benedetto Croce
Waldo Frank
Mario Casella

The Spirit of Castile
Incarnation in *Don Quixote*
The Simpatía of *Don Quixote*
The Career of the Hero
Critical Realism

The learned and penetrating essay by Américo Castro, one of the most eminent of living Cervantistas, will cause the reader eager expectations for fulfillment of an implied promise in the closing sentence: "The length of this essay obliges me to leave the analysis of other questions related to the major work of Cervantes for more extensive future consideration."

Part Three:

Harry Levin
Mack Singleton
Pavel I. Novitsky
Stephen Gilman
Charles Haywood

Don Quixote and *Moby Dick*
The *Persiles* Mystery
Thematic Design
The Apocryphal *Quixote*
Musical Settings to Cervantes

The last title is not an essay but it is a significant contribution. Charles Haywood presents an astounding list—covering ten pages—of operas, ballets, orchestral compositions and arrangements for voice and piano based on *Don Quixote*, the *novelas ejemplares*, the *entremeses* and the life of Cervantes. Mack Singleton gives strong arguments, well presented, to show that *Persiles y Sigismunda* belongs to the author's early period and not, as has been more or less traditionally accepted, to the end-period of his career. All Hispanists are waiting to hear more from Stephen Gilman who is actively interested in the spurious *Quixote*. The essay by Harry Levin is excellent and will be of special interest to students of American literature. It might well have been included with the essays in Part Four, which are:

Edwin B. Knowles
Esther J. Crooks
Lienhard Bergel
Ludmilla B. Turkevich

Cervantes and English Literature
French Translations of Cervantes
Cervantes in Germany
Cervantes in Russia

Lest the continuous influence of Miguel Cervantes on the literature of the Western World ever be forgotten or slighted, very readable and acute reminders are available in the four essays above, which, furthermore, give another turn to the satisfying variety of the symposium. And to part of the contents of these essays—what Frenchmen, Englishmen, Germans and Russians of the seventeenth, eighteenth and nineteenth centuries thought about *Don Quixote*—this work can lay its principal claim to the title *Cervantes Across the Centuries*.

All of the essays, except several of the creative or interpretative nature, are scholarly annotated at the end of each essay. Notes on the contributors and a selected bibliography conclude the volume.

The binding is of smooth blue cloth. The size of the format ($6\frac{1}{2}'' \times 9\frac{1}{2}''$) and its slenderness—despite nearly 400 pages—afforded by lightweight English paper render the book attractive to the sight and to the touch. Only two typographical errors were noted.

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LÓPEZ VÁSQUEZ, JUVENCIO AND THARP, JAMES B., *México de hoy*. Appleton-Century-Crofts, New York, 1948, pp. xv+258. Price, \$1.80.

This well planned reader for first year college and for second year high school students is a valuable addition to the Spanish texts now available. The authors, one a Latin American, the other an Anglo-American, have collaborated to produce a story of the activities of a Mexican family who are hosts to several youthful visitors from the United States. The family is typical of our *simpático* neighbors to the South, and the visitors are characteristic young North Americans studying Spanish. Through these characters and their conversations, their *tertulias*, sight-seeing, shopping tours and the like, the authors effectively interpret Mexico, its people, customs and history to all Anglo-American students who have the good fortune to use this book. Despite a relatively small vocabulary, the style is idiomatic and typically Spanish to a degree unusual in elementary texts. The absence of artificiality and rigidity in such early reading materials is no small achievement.

Each chapter describes an episode of sight-seeing or festivity wherein the American visitors are introduced to some aspect of Mexican life or to a monument of cultural interest. Such scenes at times provide a "springboard" for discussion of some historic personage of literary or political significance. The student thus obtains a panoramic survey of Mexican history. The occasional biographical sketches are, incidentally, not tedious interludes breaking the flow of the narrative but rather are brief suggestions to whet the student's appetite for further acquaintance. Some chapters are in the form of letters. Songs are introduced at appropriate intervals, music being indispensable to an interpretation of Mexico. Dances and costumes are graphically described. Poems, quoted to illustrate the quality or temper of a writer, are translated freely but adequately in the footnotes in order to avoid encumbering the formal vocabulary with exotic words beyond its predetermined limits. The amusingly labored Spanish of Americans in the story is often corrected by their companions, a clever teaching device which also enhances the verisimilitude of the story. It is difficult to imagine a student being insensible to the charm and humor of this book.

The illustrations by Rafael López Vásquez, brother of one of the authors, add an attractive note, though they suffer from being reproduced on paper of poor quality, a patent injustice to the artist.

The notes are good with few exceptions. Occasionally (as *chinaco* on p. 98, note h) Spanish words are used without translation or explanation; they are outside the normal range of the general vocabulary. Likewise, *carita de jade* (89: 19-20) is unexplained. The teacher can easily suggest a solution for such minor difficulties. Footnote 14 on page 13 should provide a more appropriate translation relative to context. The reference system for footnotes might be simplified by using either letters or numbers instead of both. The word and idiom studies are very appropriate, the exercise material profitable.

The apparently inevitable mechanical inadvertences which elude proofreader and printer include: "*canto a La Bandera*" is repeated in footnote c, same page, as "*Canto de La Bandera*" (25: 19); *bien* appears in lieu of *buena* (66: 9); *par* appears in lieu of *para* (72: 16); *seiscientos* in lieu of *seiscientos* (86: 2); tilde omitted from *mañana* (98: 13); from context, *es* must be intended rather than *en* (146: 26).

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